



**GRUNDTVIG,
A DECADE OF EUROPEAN INNOVATION IN
ADULT LEARNING**

26-28 JANUARY 2010

BRUSSELS

CONFERENCE DOCUMENTATION

TABLE OF CONTENTS

PLENARY SESSIONS	3
BACKGROUND	4
SPEAKERS BIOGRAPHIES	10
WORKSHOPS	14
1. BROADENING ACCESS, BOOSTING PARTICIPATION	15
2. RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING: TOWARDS INNOVATIVE CHANGES IN FORMAL EDUCATIONAL SYSTEMS? – THE ROLE OF GRUNDTVIG PROJECTS	17
3. PROFESSIONAL DEVELOPMENT OF ADULT EDUCATION STAFF	21
4. BASIC SKILLS, KEY COMPETENCES, LITERACY AND NUMERACY	23
5. MIGRANTS: THE ROLE OF ADULT EDUCATION	34
6. SENIOR CITIZENS AND ADULT EDUCATION	43
7. DISABILITIES AND SPECIAL NEEDS	50
8. ACTIVE CITIZENSHIP	57
9. ART, MUSIC AND CULTURE	66

Acknowledgement: the thematic analyses in the workshops sections have been prepared with the assistance of GHK Consulting Ltd.

PLENARY SESSIONS

BACKGROUND

KEY DATA ABOUT ADULT EDUCATION¹

- In 2007, there were almost **80 million low-skilled** workers in the EU (nearly **30%** of the adult population).
- By 2010 only **15% of newly created jobs** will be for those with **low skills**, and 50% of new jobs will require higher education level qualifications.
- Around **30%** of adult population in the EU still have at most **lower secondary education**.
- **Adult** (age 25-64) **participation** in lifelong learning fails to increase. Compared with the benchmark **goal of 12.5% participation²** in lifelong learning by 2010, the **average rate in 2008 was 9.5%**. However, this data based on the Labour Force Survey which looks at participation over a four week period only.
- A more comprehensive Adult Education Survey, piloted in 2007, shows that more than **one-third** (35.7%) of the EU's population **aged 25-64 participated** in **formal³ or non-formal⁴ learning**. The large majority took part to **non-formal education and training**. About 6% participated in formal education. (This survey will be continued at 5-yearly intervals).
- Over **80%** of the non-formal activities are **job-related**. Employers and non-formal educational institutions provide half of the total non formal activities.
- More than **70%** of people with **low levels of education** as well as those in low-skilled blue collar professions **do not participate** in formal or non-formal education and training.
- **Young adults** participate more and there are minor differences between males and females.
- According the Adult Education Survey the most important **reasons for participating** in non-formal education and training are *'to do a better job'* and *'improve career prospects'* as well as *'to increase my knowledge/skills on a subject that interest me'*.
- Conversely, the two most frequent reasons for **not participating** are work schedule (22.4%) and family responsibilities (22.3%).

¹ The data presented in this section are extracted from the following publications: European Commission (2007) Action Plan in Adult Learning. It is always a good time to learn; European Commission (2006) Adult learning: It is never too late to learn; European Commission Staff Working Document: Progress towards the Lisbon Objectives in Education and Training; Indicators and Benchmarks (2009).

² In May 2007, five benchmarks have been set by the European Council in policy areas where progress is needed in education and lifelong learning across the EU. In the field of adult learning, the target to be achieved by 2010 concerns 12.5% of the adult population which should participate in lifelong learning.

³ Formal education is normally education provided in the formal diploma-based systems of education. Examples are primary and secondary level education and university / college diploma and degree courses.

⁴ Non-formal learning may be defined as planned and explicit learning which usually takes place outside the formal education and training system and typically does not lead directly to qualifications. Informal learning may be defined as unplanned learning from daily life activities related to work, family, community, leisure.
http://ec.europa.eu/education/policies/life/communication/com_en.pdf.

- **Between 2000 and 2006 Grundtvig supported 424 Multilateral Projects** aiming to produce innovative results and products in the field of adult education.

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

The principle of **lifelong learning** which encompasses ‘all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement of knowledge, skills and competences within a personal, civic, social and/or employment-related perspective’⁵ has progressively become central to the modernisation of any education and training systems across the EU since its emergence in the early 2000’s. Adult education is an essential part of lifelong learning.

At a practical level, the principle places the learner at the centre of the learning process and emphasises the importance of **equal opportunities, quality and relevance of learning** opportunities. Among other things, it also suggests that formal learning, typically concentrated in the earlier stages of life, can no longer sustain an individual throughout their life.

In the meantime, lifelong learning closely interrelates with the Lisbon Agenda. In recognition of the need to adapt the EU in order to better respond to existing and upcoming challenges - economic (e.g. persistent unemployment, growing globalised markets and the need to remain competitive), social (e.g. the need to better equip citizens with the skills needed to live and fully participate in the new information society and combat social exclusion) and demographic challenges (e.g. tackling the ageing and immigration issues). The 2000 European Council adopted the 10-year economic and social Lisbon strategy which embeds the principle of lifelong learning.

Among the different sectors of education and training, evidence of the positive impacts of adult learning on overall employability and mobility in the labour market has been largely demonstrated. As such, **adult learning**⁶ has progressively been recognised as an essential component of lifelong learning policies across Europe.

Though varying from a country to another, today’s lifelong learning opportunities provide many benefits for adults who missed out on education in their early years. On the one hand, adult learning usually takes place in a variety of environments in and outside formal education and training systems and includes learning for personal, civic, social and employment-related purposes⁷. Seeing the high rate of adults participating in non-formal (see section 1) and informal education and the fact that growing numbers of employees will change their job, sector and even country of residence during their lifetime, it is worth noticing that the need to support the validation⁸ of such forms of learning has increasingly been addressed at both EU and national level. Significantly, validation has been highlighted in the Education and Training 2010 Work Programme and the Copenhagen Process, and was selected among the key priority areas of the Strategic Framework for European co-operation in education and training (‘E&T 2020’) adopted in May 2009⁹.

⁵ Decision of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning, Official journal of the European Union (OJ) L327 of 24.11.2006.

⁶ There are several definitions of adult learning in different countries. In European policy discussions, it is defined as all forms of learning undertaken by adults after leaving initial education and training, however far that process went. It includes learning for personal, civic and social purposes, as well as for employment-related purposes, and can take place in various environments in and outside formal education and training systems.

⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm

⁸ Apart from leading typically to certification, validation also has an important formative role in motivating and leading to further learning. In addition, by enabling adults to gain qualifications, validation systems can promote equality of outcomes between different groups of individuals, including specific groups such as immigrants, older workers and unemployed persons. http://www.ksill.net/Documents/PLA-%20validation%20of%20non-formal%20and%20informal%20learning_June%2009.pdf

⁹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

Adult learning offers numerous benefits such as enabling individuals to get new skills, enhanced self-esteem and further possibilities to develop in their professional life or gain a qualification. However, millions of adults still fail to take advantage and participate in education or training opportunities.

As a result, action has been taken at the EU level to address these shortcomings. The **2007 Action Plan on adult learning *It is always a good time to learn*** which builds on the 2006 **Communication on adult learning *It is never too late to learn***¹⁰ defines five concrete actions which Member States should seek to implement in order to increase participation in adult learning and develop efficient systems that reach all adults and involve all relevant stakeholders¹¹. It uses the definition of Adult Learning as "*all forms of learning undertaken by adults after having left initial education and training*". The Action Plan was reinforced by the Conclusions of the Council in May 2008. The actions are as follows:

- Analyse the effects of reforms in all sectors of education and training on adult learning;
- Improve the quality of provision in the adult learning sector;
- Increase the possibilities for adults to achieve a qualification at least one level higher than before ('go one-step-up');
- Speed up the process of assessment of skills and social competences and have them validated and recognised in terms of learning outcomes;
- Improve the monitoring of the adult learning sector.

The Action Plan also supports the development of national qualification frameworks (NQFs) linked to the overarching **European Qualifications Framework (EQF)**¹². The impact of the EQF on adult learning should be far-reaching. Member States have been invited to relate their national qualifications systems to the relevant levels of the EQF by 2010. From 2012, all new qualifications should carry a reference to the EQF, so that employers and institutions can identify a candidate's knowledge, skills or competences across regional and/or national boundaries¹³.

To follow up the 2007 Action Plan, **initiatives** have been initiated at EU level to support developments in each of these areas, including Europe-wide studies, working group and focus group meetings and peer learning activities which provide an opportunity for participating countries to discuss challenges and successes, compare progress and exchange good practice. The regional meetings¹⁴ organised in 2009 represent a further attempt launched by the European Commission to raise awareness and encourage implementation at national level. By the end of the three-year lifespan of the Action Plan, a number of outputs will be:

- A reference framework of key competences for adult learning staff
- A glossary of key definitions used in the adult learning sector

¹⁰ The 2006 Communication on adult learning *It is never too late to learn* highlights underlines the importance of removing barriers to participation and emphasises the need to invest in the quality of adult learning provision and the development of systems that recognise learning gained outside the formal education and training sphere. It also identifies low-skilled individuals, migrants and older people as priority groups and highlights the urgent need to develop better monitoring systems for adult learning.

¹¹ http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm

¹² The EQF allows the improvement of the transparency of qualifications across Member States and it is also expected to increase the access to and participation in, lifelong learning. European Commission, DG Education and Culture (2008) The European Qualifications Framework for Lifelong Learning. Internet: http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/broch_en.pdf

¹³ http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm

¹⁴ See the final report of the regional meetings on the Action plan on adult learning: from policy to practice, 2009 European Commission http://www.aoo.hr/Documents/ALM-Central_eastern_eur_Cluster_report.pdf

- An inventory of good practices focused on up-skilling adults with weak qualification levels
- A methodology for assessing the impact of reforms in the adult learning sector.

One of the objectives is that they could provide guidance tools and inspiration for Grundtvig projects in the future. Such projects would in turn serve to test, further develop and perfect these tools.

For the past decade, the [Grundtvig](#)¹⁵ programme – launched under Socrates II in 2000 and now part of the overarching **Lifelong Learning programme (LLP)**¹⁶ (2007-2013) – has been providing a much-needed funding instrument for supporting the practical implementation of adult learning policies¹⁷. Under the LLP, Grundtvig has the same 'structural' status as a sector within the programme as the much programmes for higher or school education and vocational training - an important 'statement' for the field of general adult learning which Grundtvig addresses. Despite the modest budget at its disposal, Grundtvig has developed into a broad-based programme offering a range of opportunities for joint partnerships involving local and small-scale providers ("Learning Partnerships"), larger-scale projects for generating and transferring innovative approaches, and European networks in key areas of adult learning. In addition, the mobility grants which enable some 2,000 adult education staff annually to undergo in-service training in another European country – in the form of structured courses or more non-formal training such as job-shadowing – have become a popular and cost-effective means of injecting a 'European dimension' into the life and work of adult educators across the Union. New activities for adult education staff and learners introduced in 2009, such as the Grundtvig Workshops, Visits and Assistantships as well as projects for senior volunteering as a form of informal learning, have expanded the programme's offer and given it a new dynamic as it enters its second decade. Successive evaluations have highlighted the programme's success in fostering adult learning reform at the level of the participating organisations, through the transnational cooperation and networking to which it gives rise. It is complemented by the Leonardo da Vinci programme which covers vocational training for adults, thereby forming a comprehensive support structure for European cooperation and mobility across the whole spectrum of adult learning.

At the Brussels dissemination conference in January 2010, a selection of the high quality projects, networks and partnerships supported by the programme will be presented, against the backdrop of an analysis of policy trends and needs. In this way, the programme seeks to draw the attention of the interested community – practitioners and policy-makers alike – to the innovative results achieved with Grundtvig support, thereby further enhancing its contribution to the overall process of quality improvement in European adult education.

A key feature of Grundtvig is its strong emphasis on promoting engagement with adult learning among the more marginalised groups in society. This inclusive vision for the sector therefore makes the conference a fitting event at the start of the European Year for combating Poverty and Social Exclusion 2010.

Resulting from the policies and actions undertaken at both EU and Member States level, joint efforts among educational stakeholders and policy-makers to reach the increased target of **15% of adults** participating in **lifelong learning by 2020** should be achievable as recently stated in the new Strategic Framework for European cooperation in education and training¹⁸.

¹⁵ http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm.

¹⁶ The Lifelong Learning Programme is made up of four sectoral programmes – Comenius (schools), Erasmus (higher education), Leonardo da Vinci (vocational training) and Grundtvig (adult education) – as well as a transversal programme which focuses on policy cooperation, languages, information and communication technology (ICT) and dissemination, and the Jean Monnet Programme to stimulate teaching, reflection and debate on the European integration process at higher education institutions world-wide.

¹⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm

¹⁸ Council of the European Union (2009) *Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')*. 2009/C 119/02.

However, achieving this constitutes an ambitious task, especially where most education and training systems are still largely focused on the education and training of young people. But it is very necessary as forecasts predict that around 30% of jobs are likely to require higher education qualifications, job opportunities for low-skilled individuals will become scarce in the future. As a result, equipping all adults with basic skills (literacy and numeracy) and other key competences to enable them to better meet the needs of the labour market is crucial. Those most at risk of social exclusion (early school leavers, migrants, disabled, women, seniors, etc.) are particularly concerned.

As such, getting all groups of adults better informed about education and training opportunities and ensuring policy-makers and practitioners are better aware of the most recent outcomes and good practice in this field is becoming a key priority as highlighted in the 2008 Council conclusions on Adult Learning¹⁹.

Considering the challenges set out above and the concern to provide a better awareness of adult education, its specificities and ongoing issues, the current conference '*Grundtvig, a decade of European innovation in adult learning*' has been designed as a first dissemination event on adult learning at the European level as part of the activities of the Lifelong Learning Programme.

The event is meant to offer comprehensive and up-to-date information on key themes currently debated by policy-makers and practitioners at both EU and national levels. It will consist of plenary sessions aimed to give better insights into the most recent developments at EU (e.g. adult learning in the 'EU 2020' strategy, contribution to the Grundtvig in specific areas of adult learning, etc.) and national level. These sessions will be complemented with nine thematic workshops. The workshops will specifically target the following issues:

- Broadening access, boosting participation
- Recognition of non-formal and informal learning: towards innovative changes in formal educational systems? – The role of Grundtvig Projects
- Professional development of adult education staff
- Basic skills, key competences, literacy and numeracy
- Migrants: the role of adult education
- Senior citizens and adult education
- Disabilities and special needs
- Active citizenship
- Art, music and culture

The conference offers projects the opportunity to present their results and discuss them with those involved in developing adult education policy and provides a forum for experts' presentations on the above themes. One of the main purposes of this conference will be to stimulate exchange of ideas and experiences among the participants and to enhance the ties between policy and programme. Such opportunity will be given throughout the different workshops as well as during the last plenary session that will consist of a panel debate focusing on the future of adult learning in Europe.

¹⁹ Council of the European Union (2008) *Council conclusions of 22 May 2008 on adult learning*. Official Journal of the European Union, 2008/C 140/09.

FOR FURTHER READING

Official statements

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Key competences for a changing world, Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*, Brussels, 25.11.2009, COM(2009)640 final,

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

Strategic Framework for European cooperation in education and training ('ET 2020') <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

European Commission Action Plan on Adult learning: It is always a good time to learn <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:EN:PDF>

European Commission Communication on Adult learning: It is never too late to learn <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

Programmes and relevant data

Grundtvig http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm

Lifelong learning Programme http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Eurostat statistics in Focus 44/2009

http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-09-044/EN/KS-SF-09-044-EN.PDF

Transnational organisations

European Association of Education for Adults (EAEA) <http://www.eaea.org>

European Research and Development Institutes of Adult Education (ERDI) <http://www.die-frankfurt.de/erdi/index.htm>

Other

Information on the activities of the Working group on adult learning <http://www.ksll.net/PeerLearningClusters/clusterDetails.cfm?id=7>

SPEAKERS BIOGRAPHIES

Hélène Clark

Director for Lifelong Learning programme and policies, DG Education and Culture, European Commission

Ms Clark graduated in Political Sciences and Public Law at the University of Bordeaux (France) and in European Economics at the College of Europe, Bruges (Belgium). After several years of EU affairs consultancy in Brussels, she entered the European Commission as an official in 1988. She has been in DG "Employment, Social Affairs and Equal Opportunities" from 1994 to 2008, where she has been especially involved in the employment policy field. In particular she has been Head of Unit in charge of EURES (mobility of workers) and European Employment Services from 1997 to 2000, of the European Employment Strategy from end 2000 to end 2003, and of the implementation of the European Social Fund in Austria, Germany and Slovenia from 2004 to 2008. In 2004, she spent six months as a lecturer about EU policies - in particular in the field of employment - at the University of Washington, Seattle, USA. Since 1st November 2008, Ms Clark has been in charge of the Directorate for "Lifelong learning: policies and programme" in the Directorate-General for Education and Culture.

Marijke Dashorst

Ministry of Education, Culture and Science, the Netherlands

Ms Dashorst has been a Special advisor to the Dutch Ministry of Education Culture and Science since 1 November 2009. The last four years she has been a Seconded National Expert in the European Commission, working on policy for adult learners in Directorate General Education and Culture. Before that time, she has been working in The Netherlands on vocational education and training and adult learning in different jobs. She started her working life as a trainer with all kind of sectors: from education till business.

Anne Degrand-Guillaud

Head of European Year Task Force at the European Commission in the Directorate General for Employment, Social Affairs and Equal Opportunities

Doctor Anne Degrand-Guillaud is a French Medical Doctor specialized in Epidemiology, Statistics and Infection Control. In 2000, she joined the European Commission in the Directorate General for Research and Development. As from 2004, she joined the Directorate General of Employment, Social Affairs and Equal Opportunities. As Head of a new team, she mainstreamed occupational health into other European policies aiming at improving the working environment within various economic sectors in the European Union. After a semester at New York University, School of Law, as EU Fellow where she worked on the EU coordination at the United Nations, Dr Anne Degrand-Guillaud is currently responsible for coordinating the European Year for combating poverty and social exclusion.

Marta Ferreira-Lourenco

Head of Unit Adult education and Grundtvig, Directorate General Education and Culture, European Commission

Marta Ferreira is an economist by training and has been a civil servant of the European Commission since 1988. She has been a Head of Unit in the EU Commission Directorate General of Education and Culture since 1997, in charge of: Policy of Adult Education and the Programme Grundtvig for Adult Education (2007-2010), Policy for Vocational Education and Training and Adult Learning (2005-2007), Higher Education policy, Erasmus Programme, Jean Monnet Action (2003-2004), Implementation of the Leonardo da Vinci Programme (1997-2003). Previous positions in the European Commission include Principal Administrator for the Structural Funds: from 1988 to 1990 in Regional Development Directorate General dealing with FEDER; and from 1990 to 1997 in the Employment Directorate General dealing with ESF. Mrs Ferreira has 36 years of professional activity as a civil servant and a university professor, and also performed some consultant mandates for industry.

Michel Feutrie

President of EUCEN (European Association for University Lifelong Learning) and senior academic at the Université des Sciences et technologies de Lille (France)

Michel Feutrie is a Doctor in Sociology of Education. Up to February 2007, he was the Vice-President of the Université Lille 1 Sciences and Technologies, in charge of Continuing Education. From May 2002 to September 2006 he was also Director of the «Commission Nationale de la Certification Professionnelle» (CNCP), in charge of registration in a national “Répertoire (RNCP)” of all forms of qualifications in France (public and private). He is the Past President of the French Association of Directors of Continuing Education Services in Universities and the coordinator of several European projects particularly in Leonardo, Erasmus and Tempus.

Helen Keogh

Ministry of Education and Science, Ireland

Helen Keogh is National Co-ordinator of the Vocational Training Opportunities Scheme (VTOS) with the Department of Education and Science, Ireland. She was a member of the European Commission’s Steering Committee for the 2006 Communication *Adult learning: It is never too late to learn* and she wrote the background report on non-vocational adult education in Europe. She was a member of the Expert Group for the 2007 Action Plan *It is always a good time to learn*, is currently a member of an Action Plan Focus Group and in 2008-2009 contributed to the Peer Learning Activities and the regional meetings related to the implementation of the Action Plan. Since 2000 Ms Keogh has also been involved with many aspects of the Commission’s Grundtvig programme. In 2008 she wrote *The State and Development of Adult Learning and Education in Europe, North America and Israel, Regional Synthesis Report* for the CONFINTEA VI Regional Preparatory Conference held in Budapest in December 2008.

Prof. Dr. Ekkehard Nuisl von Rein

Scientific Director, German Institute for Adult Education (DIE)

Born in 1946, Prof. Dr. Dr. h.c. Ekkehard Nuisl von Rein studied sociology and pedagogy. He was manager of the Heidelberg Institute for educational research and director of the Adult Education Institute (*Volkshochschule*) in Hamburg. From 1991 up to 2003 he was teaching as university professor adult education at the Philipps-University in Marburg. Since 1991 he has been serving as director of the German Institute for Adult Education (DIE) in Bonn, since 2003 he keeps a cathedra for adult education at the University of Duisburg-Essen. He represented Germany at the OECD, the UNESCO, at the European Conference on Lifelong Learning and the European Commission in Brussels. In 1998, he was elected president of the European Research and Development Institutes of Adult Education (ERDI); since 2003 he is serving as past-president. From 1998 to 2004 he represented the Leibniz-Association as vice-president. Since more than 30 years he is working in several contexts as counsellor and advisor in the field of education, mainly adult education. On the federal level he was working on the concept of law on adult education (1980 – 1984, 1998 – 2002), member of the coordination group “Year of Humanities 2007” (2006 – 2007) and as member of advisory boards in several federal organizations. In 2006 he was elected member of the International Adult and Continuing Education Hall of Fame. Quite recently he was invited to be member in the ongoing advisory board for educational research at the federal ministry of education and research (since 2008). On the European level he worked as expert in the context of the SOCRATES-Programme (1996 – 2000), as German delegate in the working group “GRUNDTVIG” (2000 – 2005) and as evaluator of projects in the context of the programmes LEONARDO, SOKRATES and GRUNDTVIG (since 2000). Quite recently he became member of the focus group “Implementation of the Action Plan on Adult Learning” at the European Commission in Brussels. Several of his more than 600 publications are available in English and many other languages.

Doris Pack

President, Education and Culture Committee, European Parliament

Mrs Pack is a Member of the European Parliament where she is the President of the Education and Culture Committee, as well as a member of the Conference of Committee Chairs and of the Delegation for relations with Albania, Bosnia and Herzegovina, Serbia, Montenegro and Kosovo. Mrs Pack has been an MEP since 1989. She was previously a member of the Bundestag (1974-1983 and 1985-1989), and a Member of the Parliamentary Assembly of the Council of Europe and of the WEU Assembly (1981-1983 and 1985-1989). Mrs Pack currently also holds a number of other positions: Chair, Franco-German Foundation for Cultural Cooperation. President, European Children's Book Fair Association; President, Saar Adult Education Association. Vice-President of the European Movement on the Saar. Vice-chair, board of Otzenhausen European Academy. Vice-chair, German Association of the European Foundation for Cultural Cooperation in Europe. Member, ZDF Television Council.

Odile Quintin

Director General for Education and Culture, European Commission

Odile Quintin, a lawyer of French nationality, entered the European Commission in 1971. Over the first eleven years at the Commission, she held various positions at Directorate General (DG) Agriculture and then at DG External Relations. In 1982, she joined DG Employment, where she spent a large part of her career. She successively occupied the posts of Head of Unit, Director of the European Social Fund, Director for Employment and the Labour Market, and finally, Director for Social Dialogue. From 2000 to 2005, she was Director General for DG Employment. Since 2006, she has been Director General for DG Education and Culture. She has responsibility for policies on education, training, youth, multilingualism, culture, sport and citizenship. In this role, she has played a major part in increasing the recognition of these fields at Community level.

Alan Smith

Deputy Head of Unit Adult education, Grundtvig, DG Education and Culture, European Commission

Alan Smith is Grundtvig Coordinator and Deputy Head of the Commission's Adult Learning unit. After positions with the German Rectors' Conference in Bonn, the European Institute of Education and Social Policy in Paris and as secretary-general of various European associations, Alan helped develop the Joint Study Programmes scheme and then Erasmus, for which he directed the technical assistance office during the programme's first five years. Assignments as head of the European Cultural Foundation's education programme and founding director of the Academic Cooperation Association (ACA) followed. Since joining the European Commission in 1995 Alan has held a range of positions, coordinating Socrates I, launching the Global Promotion Project in Erasmus Mundus, coordinating Erasmus during its 20th anniversary year, and in particular developing the adult learning programme "Grundtvig". A languages graduate from U London, he has written widely on international educational cooperation and received two honorary doctorates from UK and Belgian universities.

Maria Joao Rodrigues

Special Advisor on European policies to the European Union institutions. Professor of European Economic Policies at the Institute for European Studies, Université Libre de Bruxelles (IEE-ULB) and at the Lisbon University Institute (ISCTE-IUL)

As European policy-maker (Special Advisor to the EU Presidencies and to the European Commission), Mrs Rodrigues has recently been involved in the following outcomes: the EU development strategy – the "Lisbon Strategy" – with new policy orientations for information society, research, innovation, education, employment, social protection and environment (2000-2010); the EU Lisbon Treaty, final negotiation (2007); the EU Declaration on Globalization adopted by the European Council (2007); dialogues for sustainable development with the EU strategic partners: China, India, Russia and Brazil (2007-2008); the new phase of the Erasmus Programme (2008); the European initiative "New Skills for New Jobs" (2009); the priorities for the European regional development policy (2005-07). As an academic: preparation of the 7th Framework Programme for Research in socio-economic sciences (2007-2011) as President of the European Commission Advisory Board. Mrs Rodrigues is also a Member of the Governing Board of the European Policy Centre, Brussels, a Member of the Board of *Notre Europe*, association created by Jacques Delors, Paris and a Member of the Council of the Institute for Strategic and International Studies, Lisbon.

Sue Waddington

President of EAEA, the European Association for the Education of Adults

Sue Waddington has 30+ years experience of adult education, as a practitioner, manager and policy maker. Prior to her appointment in 2000 as NIACE's European Development Officer, she was an MEP and the Parliament's rapporteur for lifelong learning. Her responsibilities at NIACE included the promotion of Grundtvig; leading two large EQUAL ESF projects to develop the skills of refugees and migrants; and evaluating and monitoring European policies on lifelong learning. She has been appointed by the Commission as a Grundtvig expert and acts as external evaluator for transnational projects. Sue is a member of the Adult Learning Working Group and the Focus Group on validating informal and non-formal learning. Elected as President of the EAEA in 2008, she aims to ensure that the importance of NGO's contribution to lifelong learning is recognised.

WORKSHOPS

1. BROADENING ACCESS, BOOSTING PARTICIPATION

Chaired by Martina Ni'Cheallaigh, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Maria-Pia Sorvillo, European Commission - DG EAC - Unit Analyses and prospective

Key speech **Adult education survey and plans for PIAAC (Programme for the International Assessment for Adult Competencies)**

Maria-Pia Sorvillo

Unit Analyses and prospective, Directorate General Education and Culture, European Commission

Maria Pia Sorvillo works for the European Commission - DG Education and Culture, as seconded national expert. Her main activities relate to the comparative analysis of education and training in the EU, focusing on adult learning and on equity in access opportunities and outcomes of the educational systems. The latter includes the issues of early school leavers, pupils with special education needs, gender and migrant-background related inequities. Quantitative studies are based on the results of international surveys, namely those released by Eurostat and OECD. Recently, Ms Sorvillo has taken part in the process of revision of the EU survey on Adult Education and of the Labour Force survey and in the project for the new OECD survey on Adult competencies. She has a strong experience in the field of statistics, as she worked for several years at the Italian National Statistical Office where she was head of the service dealing with the statistics on population, migration and education. In that position, she had the opportunity to develop robust skills in producing and analyzing official statistics, also as input to the policy making process.

Projects **BADED - Barriers in Adult education** - National Training Fund - Ing. Zuzana Freibergová, CZ

MIR - Motivation, Involvement and resources of local development actors - Volkshochschule Kreis Kronach e.V. - M. Heinz Tischler, DE

ALWE - Adult Learners Week Evaluation - Flevomeer Bibliotheek Dronten - M. Han de Vries, NL, M.H.Hijink, NL

BADED - Barriers in Adult education

National Training Fund - Ing. Zuzana Freibergová, CZ

www.nvf.cz

The project examines barriers preventing adults, especially those coming from geographically and socially disadvantaged regions, from participating in further education. Various forms and kinds are treated, e.g. barriers originating in the education or guidance system, on the labour market as well as in socio-cultural norms or barriers as manifested by individual mentalities.

MIR - Motivation, Involvement and resources of local development actors

Volkshochschule Kreis Kronach e.V. - M. Heinz Tischler, DE

www.dorfwiki.org/wiki.cgi?MIR

The main goals of the project were to integrate the main functions of education in regional development, by motivating people to become local actors, get them involved and integrated in the process and explore models to provide broader resources of knowledge and experience. The objectives were the following:

- Exchange information, experiences and good practices developed by the partners at national level
- Import and adapt existing methodologies from other contexts
- Integrate and train learners from our regions to assure an efficient learning process
- Disseminate methodologies among transnational partners
- Disseminate the project results outside the partners' organizations

ALWE - Adult Learners Week Evaluation

Flevomeer Bibliotheek Dronten/Stichting Volkshogeschoolwerk Nederland - M. Han de Vries, NL, M. H. Hijink, NL

www.alwe-online.nl

This project, which included eight organisations from five countries developed and tested tools to measure and evaluate the impact of activities linked to Adult Learners' Week and Learning Festivals. The main aims of the project were to

- analyse actual experiences, measuring and evaluating quantitative and qualitative results in the partner countries
- develop innovative models and tools for quantitative and qualitative result measurement and evaluation, from the perspective of the learner, the providers and the decision makers
- test these models in local pilot projects involving staff and learners from different cultural backgrounds, with the objective of providing models for permanent use in local ALWE activities

2. RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING: TOWARDS INNOVATIVE CHANGES IN FORMAL EDUCATIONAL SYSTEMS? – THE ROLE OF GRUNDTVIG PROJECTS

Chaired by Maike Koops, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Jens Bjornavold, CEDEFOP

PROGRAMME

- 15:30 Introduction
Maike Koops, DG Education and Culture
- 15:40 European Policy Background:
European Guideline for Validation of non-formal and informal learning
Jens Bjornavold, Cedefop
- 16:00 Recognition of Non-Formal and informal Learning in OECD Countries: Results of the country-studies and ECVET EQF/NQF Developments (Key Speech)
Sabine Seidel, Institute for Developmental Planning and Structure Research of the University of Hannover
- 16:30 MEDEVAL 1 / 2
Francis Laveaux (Agora)
Q&A
- 17:00 Coffee Break
- 17:30 REACTION
Josephine Finn (National University of Ireland)
Q&A
- 18:00 Conclusion

KEY SUBJECTS / KEY QUESTIONS

- Relationship between the Validation Policies / Frameworks in Europe
- Conditions of success to implement Validation of non-formal and informal learning on project-level
- Does the recognition of non-formal and informal learning have an impact in the formal-educational systems?

Key speech 1 European Policy Background: European Guideline for Validation of non-formal and informal learning

Jens Bjornavold

Cedefop

Vocational Training (CEDEFOP). Employed by the centre since 1996, his main focus has been on research and analysis related to transparency and recognition of qualifications and validation of informal and non-formal learning. In recent years he has been working on questions related to learning outcomes and how this influences education and training policies and practices, for example in the form of international and national qualifications frameworks. Bjornavold has been involved in the development and implementation of the European Qualifications Framework from the very beginning of the work in 2003-2004. In the period 2000-2005 Bjornavold worked for the European Commission, DG Education and Culture. During this period he was closely involved in developing the EU lifelong learning strategy, the Copenhagen-Maastricht process in vocational education and training, the Europass and the European Qualifications Framework. Before entering the services of Cedefop and the European Commission, Bjornavold worked as a researcher and research co-ordinator in various Norwegian research organisations. His work concentrated on the link between education and work, with a particular emphasis on the role of adult education and training. He has published a number of reports, articles and books on these themes.

Key speech 2 Recognition of Non-Formal and informal Learning in OECD Countries: Results of the country-studies and ECVET EQF/NQF Developments

Sabine Seidel

Institute for Developmental Planning and Structure Research of the University of Hannover

Sabine Seidel, M.A. Sociology, since 1993 Institut für Entwicklungsplanung und Strukturforschung, Hannover Germany. Project manager and researcher in the field of Lifelong Learning and Labour Market, in particular identification and development of competences and their effects on individuals, role and quality of guidance, validating and recognition of non-formal and informal learning in Germany and other European countries, structure of vocational education and training and adult learning in Germany and Europe. Expert status, e.g. Recognition of Occupational Competences within the German Examination of External Students (Federal Institute for Vocational Education and Training) 2009 – 2011, Study on European Terminology in Adult Learning for a Common Language and Common Understanding and Monitoring of the Sector (NRDC, England) 2009 – 2010, Innovation Circle Adult Education, working group Link between Formal and Informal Learning (Federal Ministry of Education and Research) 2006 – 2008

PROJECTS

MODEVAL 1 / 2

Francis Laveaux, FR: AGORA

European Projects Manager of Agora (a social NPA in Lorient and managing Radar-B a NPA dedicated to European projects in the fields of Education and Culture). Main activities and responsibilities include the Implementation of European projects under the framework of several European programmes (Leonardo da Vinci, Equal, Socrates). Coordinator of three Leonardo da Vinci pilot and TOI projects (Ceppac2 & 3, Acerish, Modeval2), a Grundtvig1 (Modeval) and an Equal project (Jobs from Precariousness to sustainable employment). Currently involved in the following project: MODEVAL2 (TOI LdV FR as coordinator), ISPAW (GLP as coordinator), MoLeYa (GMLP as a partner), VOIP (TOI LdV FR as internal evaluator).

Objectives

The project has the objective of establishing a set of recommendations allowing theoretical and practical structures to develop tools for basic skills evaluation at a European level. The structure should allow users to build evaluation tools that are adapted to their needs and activities. It should also allow comparison with other tools built along the same recommendations. There should be horizontal and vertical comparison between local and national evaluations, among different countries, and among local centres.

Target Groups

Illiterate persons, adult educators, teachers, social and cultural workers, directors of formal, non-formal and informal structures, political and institutional decision-makers, opinion leaders, some researchers

Products

Comparative study, Guide book of recommendations, Concrete examples of evaluations carried out according to recommendations, Database of all results

Partners:

Belgium (IFAPME Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises), Germany (Thüringer Volkshochschulverband), Denmark/ Speech Institutue, Spain (University of Barcelona), France (ANLCI Agence national de lutte contre illettrisme, University of Lyon), Greece: University of Aegean, Hungary: University of Kaposvar, Latvia (Latvia association for Adult Education), Malta (Federation of Educative Services), Poland (University of Warsaw)

REACTION – Recognition and accreditation of experiential learning – a way for better accessibility of adult education

Josephine Finn, IE: Department of Adult and Community Education
House North Campus National University of Ireland,
Maynooth, Co. Kildare

Margarita Tereseviciene, LT: Vytautas Magnus University

Objectives

Gathering information on existing practices on recognition and accreditation of adults; experiential learning enabling access to tertiary education; identifying common principles for evaluation of experiential learning; creating a model that would enable tertiary education institutions to validate and recognise an individual's knowledge, gained through experiential learning, creating a model for validation of the experience gained in non-formal adult education institutions; encouraging closer co-operation between formal and non-formal adult education sectors

Target Groups

Academic staff in tertiary education and non-formal adult education providers, Experienced adults wanting to enter tertiary education, Academic staff in tertiary education, Decision makers, Experienced adults wanting to enter tertiary education; Academic staff in tertiary education and non-formal adult education providers

Products

Overview of existing practices on recognition and accreditation of adults' experiential learning; Collection of the methods and best approaches that are or can be used for evaluation of the experiential learning; Manual for evaluators of experiential learning Course for evaluators of experiential learning; Handbook for recognition of non-formal adult education courses; Recommendations to the decision makers on legislation issues concerning recognition and accreditation of experiential learning; Book "Recognition and Validation of the Experiential Learning"

Partners

Ireland (National University of Ireland Maynooth), Spain (Fundacion Radio Ecca), Netherlands (Odyssee), Italy (Euroforms RFS), Estonia (Tallina Ülikool), Lithuania (Lietuvos Suaugusiojo Dvietimo Asociacija), Belgium: Universiteit Gent

3. PROFESSIONAL DEVELOPMENT OF ADULT EDUCATION STAFF

Chaired by Catherine Tsavdaridou, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Ann Vanden Bulcke, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Key speech **Results of the two studies "ALPINE – Adult Learning Professions in Europe" and "Key competences for adult learning staff"**

Bert-Jan Buiskool

Research voor Beleid, Netherlands

Bert-Jan Buiskool (1977) is Account Manager at Research voor Beleid (RvB). He studied economic geography at the faculty of spatial science at the University of Groningen. From 2002 to 2003, he worked as a junior policy adviser to the Cabinet of the Governor of the Netherlands Antilles. Since 2004, he has been working for RvB, where he specializes in (evaluating) EU policy, specifically in relation to employment, social inclusion, education, and regional policy. During the last years he carried out different international projects for the European Commission (e.g. DG Employment, Social Affairs and Equal Opportunities; DG Education and Culture; DG Regio; and DG ADMIN), but also for several Member States.

Projects **GEMTREX - Professionalizing gender trainers and experts in adult education** - genderWerk - Ms Bettina Knothe, DE

E-Pedagogy in Adult Education in Europe (EPAEE) - Centre de Formation Professionnelle des femmes prévoyantes socialistes du bassin de Charleroi - Ms Geneviève Van Zeebroeck, BE and M. Sylvain Denis, BE

Developing intercultural competence in education - London Borough of Enfield - Dr. Ben Charles, UK

GEMTREX - Professionalizing gender trainers and experts in adult education

genderWerk - Ms Bettina Knothe, DE

www.gemtrex.eu

GeM-TrEx offered the possibility for an interdisciplinary and international professionalization for gender policy and gender issues in adult education. An international qualification of trainers and experts has been developed: "Train the Gender Trainer & Experts" - learning and teaching between experts of gender research, gender education, Gender Mainstreaming consultancy and organisational development will be united into an integrated training course. The interdisciplinarity of research and education as well as the international character of the training support the process of a certification of gender trainers and experts on European level. This process holds the potential to broaden the spectrum of offers for gender trainings and Gender Mainstreaming on a thematic and sectoral level with the aspects of diversity, empowerment and sustainability

E-Pedagogy in Adult Education in Europe (EPAEE)

Centre de Formation Professionnelle des femmes prévoyantes socialistes du bassin de Charleroi -

Ms Geneviève Van Zeebroeck, BE and M. Sylvain Denis, BE

e-pedagogy.ahs.wikispaces.net

The general aim of the EPAEE project was to contribute to the improvement of e-pedagogy in adult education in Europe. The main objectives were:

- to promote the understanding and use of ePedagogy in adult education among teachers in participating institutions and in the field of adult education in Europe;
- to provide teachers with tools to reflect on and enable them to use ICT in teaching groups;
- to exchange best practices in the field of ePedagogy in adult education.

Partners came from Belgium (2 institutions), Cyprus, Latvia (2 institutions), Norway, Sweden and Turkey.

Developing intercultural competence in education

London Borough of Enfield - Dr. Ben Charles, UK

www.enfield.gov.uk - www.enfieldacl.org.uk

The Partnership was made up of organisations representing a range of institutions providing adult education, both formally and informally. The aim was to develop a strong and effective Partnership that engaged staff working in adult education in multi-cultural environments, to explore the issue of concept of intercultural competence and identify the competences needed by staff in adult education, and suggest ways in which they could be developed. The development of these competences will help improve access to, and widen participating in adult education, making the learning experience of adults more relevant, enjoyable and fun. The outcomes of the project were published in a toolkit, *Intercultural Toolkit for Adult Educators*.

4. BASIC SKILLS, KEY COMPETENCES, LITERACY AND NUMERACY

Chaired by Adamantia Schaefer- Sotiropoulou, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Helen Barry, Education, Audiovisual and Culture Executive Agency (EACEA), Unit Leonardo da Vinci, Grundtvig and Dissemination

Key speech **Measuring and eliminating illiteracy**

Marie-Thérèse Geffroy

Director of ANLCI - French national agency against illiteracy

Marie-Therese Geffroy has been director of the French National agency of fight against illiteracy since 2001. She is an associate professor of classics, former adviser in continuing education and a member of the French High Committee for Education. President of the French committee for the Olympiads of the Professions and vice-president of international organization WORLD SKILLS, she was member of the High council of the evaluation of the school (HCéé) and of the National Commission of the debate on the future of the School. She also chaired the Coordination committee of the regional programs of training and continuing professional education.

Projects **PASS - Pratiques et politiques d'alphabétisation et d'acquisition des savoirs de base (Literacy and basic skills practices and policies)** - Lire et écrire - Ms Nadia Baragiola, BE

Senior Education and Training Internet Platform (SETIP) - Centrum Vizualizace A Interactivity Vzdelávání, S.R.O. - Ing, CSc. Tomas Sokolovsky, CZ

TRAIN - Professionalization of Literacy and Basic Education - Basic Modules for Teacher Training - Deutsches Institut Für Erwachsenenbildung E.V. - Ms Monika Troster, DE

Support the Way to Literacy - Guidelines for Counselling Disadvantaged Adults - BEST - Institut für berufsbezogene Weiterbildung und Personaltraining GmbH – M. Helmut Kronika, AT

AMADA - Assessment of Math Knowledge Deficiencies of Adult Learners with Socioeconomic Disadvantages - Salfo and Associates Ltd - Professional Consulting Services - Dr John Pappas, GR

Senior Learning: adapting e-learning techniques for integrating senior citizens in the new digital world - MFKK Invention and Research Center Services Ltd. - M. Peter Bartal, HU

Digital engagement of senior citizens - Fast Track Into Information Technology Limited - Ms Maria Fojk, IE

SILVER - Stimulating ICT Learning for active Eu elders - Fondazione Mondo Digitale - Ms Silvia Celani, IT

**FORWARD, Forum for Writing and Reading Difficulties in Adults ;
FORWARD TRAINER ; EMMA – European Network for Motivational
Mathematics for Adults** - Vox, Norwegian Agency for Lifelong Learning –
Hanne Christensen, NO

KEY DATA ABOUT ADULTS' SKILLS

- Europe has **80 million low-skilled workers** (aged 25-64 years old), some one third of the labour force²⁰.
- By 2010, only **15%** of newly created **jobs** will be for those with **basic schooling**, while **50%** of net additional jobs will require **higher education** level qualifications²¹.
- Fewer than one-third of adults have attained only primary or lower secondary levels of education, 44% of the adult population has attained an upper secondary education and more than one-quarter (27%) have attained a tertiary level qualification²².
- Over **40%** adults with less than an upper secondary qualification are unemployed across OECD countries. Around **half** of the **unemployed** young adults aged 25-34 with lower and upper secondary attainments are long-term unemployed²³.
- Groups identified as being particularly **vulnerable** to social exclusion include individuals with **low basic skills**, adults in low-skilled employment, immigrants, refugees, people with disabilities and long-term illnesses, the long-term unemployed, minority ethnic groups, ex-prisoners, some groups of women and older people, etc.²⁴
- Adults with a high level of initial education are more than six times as likely to participate in lifelong learning as the low skilled²⁵.
- A growing number of people are **functionally illiterate** and the benchmark low achievers (15-year-olds) in reading shows an increase of 21.3% in the year 2000 to 24.1% in 2006²⁶.
- Opportunities for continuing education and training are often designed to make up for deficiencies in initial education, but the reality is that participation among individuals with strong initial qualifications is significantly higher than among the least qualified²⁷.

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

A well-educated population is essential to a country's economic and social development. As such, societies have an intrinsic interest in ensuring that both children and adults have access to a wide and tailored variety of educational opportunities.

The concept of **lifelong learning**²⁸ within a **knowledge-based society**, resulting from various societal changes which have progressively emerged in the EU has reinforced this necessity. These

²⁰ Action Plan on Adult Learning: It is always a good time to learn http://ec.europa.eu/education/policies/adult/com558_en.pdf

²¹ PLA on adult Literacy <http://www.kslll.net/PeerLearningActivities/PLADetails.cfm?id=15>

²² OECD Education at a glance 2009 <http://www.oecd.org/dataoecd/41/25/43636332.pdf>

²³ Ibid.

²⁴ Adult education trends and issues in Europe, EAEA 2006 http://ec.europa.eu/education/pdf/doc268_en.pdf

²⁵ Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=C:2007:311:0013:0015:EN:PDF>

²⁶ Communication of the Commission 'Improving competences for the 21st Century: An Agenda for European Cooperation on Schools SEC(2008) 2177 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0425:FIN:EN:PDF>

²⁷ OECD Education at a glance 2009 <http://www.oecd.org/dataoecd/41/25/43636332.pdf>

²⁸ The principle of lifelong learning places the learner at the centre of the learning process and emphasises the importance of equal opportunities, quality and relevance of learning opportunities as highlighted by the European Council of Lisbon in 2000. This new paradigm follows a growing awareness that increasingly emerged in the 1990's at both EU and

societal changes include globalisation, demographical changes, but also different family compositions, the role of women, increasing technological developments requiring new work practices, unemployment, etc.),

In this context, national governments across the EU have started to pay greater attention to the adult population's competences in accordance with labour market needs. As evidence shows (see section 1), the new features and requirements of the contemporary labour market have affected the overall adult population. The emphasis is however more marked on certain groups since less and less work opportunities will be offered to young people and adults without qualifications or those with only low or inadequate qualifications in the future.

This constitutes an important political and economical challenge as **low levels of education and training** are serving to **marginalise** large numbers of people and to **exclude** them from the benefits of society and from making a contribution to it. In addition to limited work opportunities for some adults, many may also face difficulties in meeting the personal, social and cultural demands of living in an increasingly knowledge-based society.

As highlighted in section 1, the groups of adults identified as being particularly vulnerable to social exclusion include individuals with low basic skills, adults in low-skilled employment, immigrants, refugees, people with disabilities and long-term illnesses, the long-term unemployed, minority ethnic groups, ex-prisoners, some groups of women and older people, etc.²⁹.

Resulting from the principles of **equity** and **social inclusion** in education and training central to the Lisbon agenda, equipping **all citizens** (regardless of their background, origins, abilities, age, etc.) with skills suited to their personal expectations and also matching labour market's needs has progressively emerged as a prominent priority of education and training systems across the EU.

Significantly, the need to support the adult population in developing and updating individual competences throughout their lives is clearly emphasised in several policy documents at the EU level. The Recommendation of the European Parliament and the Council on Key Competences for lifelong learning³⁰ and the Council Conclusions on the Action Plan on Adult Learning, *It is always a good time to learn*³¹ constitute the main reference tools to support policy makers, education and training providers, employers and learners in the Member States to help education and training systems ensure the development of these competences.

The Recommendation defines a framework consisting of a combination of knowledge, skills and attitudes which are needed by all individuals for personal fulfillment, active citizenship, social inclusion and employment within a lifelong learning perspective.

The Recommendation sets out eight competences which are:

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competence and basic competences in science and technology;
- digital competence;
- learning to learn;
- social and civic competences;

national level with a view education and training should serve a common objective. Already considered as part of the key objectives of the European Employment Strategy adopted in 1997, the notion of lifelong learning rapidly underpinned the political orientation of the EU taken throughout the Lisbon Strategy.

²⁹Adult education trends and issues in Europe, EAEA 2006 http://ec.europa.eu/education/pdf/doc268_en.pdf

³⁰ Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/96/EC).

³¹ Council Conclusions on the Adult Learning Action Plan of 8 May 2008 EDUC 143 SOC 275

- sense of initiative and entrepreneurship; and
- cultural awareness and expression.

Though interdependent, the emphasis is primarily put on the development and mastering of **literacy** and **numeracy** usually qualified as basic skills. Literacy and numeracy skills are essential not only for the workplace, but also to develop self esteem and give people a voice and a critical engagement in a democratic society. From them may also derive the mastering of other key competences set out above.

As discussed above, the importance of these competences is clearly stated in the Action Plan on Adult Learning, *It is always a good time to learn*. Fostering the cooperation to support the development of ‘*basic skills in reading, mathematics and science*’ and promoting ‘*concrete actions to improve the level of basic skills including those of adults*’ also constitute ones of the central priorities of the Strategic Framework for European Cooperation in Education and Training³² adopted by the Council in May 2009.

Lastly, the implementation of the 2006 Recommendation on Key Competences (from 2007 to 2009) is the main focus of the 2010 joint progress report of the Council and the Commission on the Education and Training 2010 Work Programme.

These policy documents added to recent evidence-based research in this field all stress that:

- ensuring that **all adult learners** benefit from appropriate and/or innovative **settings** and **methodologies** is an important challenge. The 2010 joint progress report emphasises the ‘insufficient emphasis on key competences in adult learning’ in one of its headings;
- despite new and revised legislation, improved delivery and governance, specific funding measures in most European countries, **lack of participation** especially among those who most need it is still a major issue
- the measurement of levels of adults’ literacy and numeracy and development of **indicators on adults’ skills**, which would lead to comparable and reliable data across Europe is still to be improved.

The current workshop is expected to stimulate exchanges of ideas and experiences among the participants on the basis of these issues. It will also be an opportunity to explore practices developed within Grundtvig projects on issues such as:

- supporting appropriate initial and in-service teacher training programmes;
- fostering the cooperation between educational practitioners and stakeholders and the dissemination of good practice in this field;
- looking for methodological tools and approaches suited to learners’ needs and capabilities (in particular for those who are the most at risk of social exclusion);
- discussing ways to assess and validate key competences, etc.

³² New Strategic Framework in Education and Training
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

MAIN OUTCOMES AND INTERESTING PRACTICES

PASS - Pratiques et politiques d'alphabétisation et d'acquisition des savoirs de base (Literacy and basic skills practices and policies)

Lire et écrire - Ms Nadia Baragiola, BE

communaute-francaise.lire-et-ecrire.be/content/view/90/5/

Focussing on the analysis of literacy and basic knowledge acquisition practices and policies in preparation of a thematic seminar on these issues, the project had the following objectives:

- To identify, disseminate and enhance the value of the results, methodologies and good practices of literacy projects supported by Europe and more specifically by the Socrates and Grundtvig programmes.
- To initiate research and analysis, comparing practices and literacy policies in the different member States.
- To disseminate literacy practices and policies most appropriate to encourage active citizen participation.
- To create the necessary conditions to set up a European network gathering all literacy stakeholders, so as to develop the analysis and the exchange of their practices, to inform European, national, regional and local public authorities and to help them take decisions in the literacy and basic knowledge acquisition fields.

Senior Education and Training Internet Platform (SETIP)

Centrum Vizualizace A Interactivity Vzdelávání, S.R.O. - Ing, CSc. Tomas Sokolovsky, CZ

<http://setip.osu.cz/>

The goal of the project is to contribute to the computer literacy improvement of seniors by means of training at least 80 seniors both in basic PC literacy, and a follow-up part of the study through the internet which consequently enables seniors to participate in the teaching in a virtual classroom and in this way actively engage seniors in the educational process, which was successful thanks to the educational model and attractiveness of the internet. It has been proven in this target group of seniors (project participants) that if they are trained in the right way and provided with systematic information and technical support, they are able to study through the internet and they consider this possibility very attractive. The example of an active approach to the interconnection of U3A topics with the internet platform to an international virtual U3A is a pilot run of the SETIP Project at <http://setip.osu.cz> (user name: setip, password: setipsetip). Especially interesting information can be found in forums – active discussions of seniors, but also in tasks, tests and other activities of seniors. Materials of individual courses are created not only by the project implementers, but by the seniors themselves. The project also includes documentaries about the project implementation in individual countries which can be viewed at <http://setip.osu.cz/course/view.php?id=12> – course Audiovisual project outputs, a trailer (film about the film) can be viewed at www.free-art.cz/setip/setip_trailer.php.

TRAIN - Professionalization of Literacy and Basic Education - Basic Modules for Teacher Training

Deutsches Institut Für Erwachsenenbildung E.V. - Ms Monika Troster, DE

www.die-bonn.de/train

The objectives of this project were to:

- Provide the state of the art of current teacher training approaches, concepts and best practice examples in the participating countries, as well as in other European countries which have developed structures and national action plans.
- Explore what competences/skills do literacy/basic education teachers need.
- Development and implementation of five basic modules for teacher training in the field of literacy and basic education.
- Creating a model for teacher training for literacy teachers that represents best practice across Europe.

Support the Way to Literacy - Guidelines for Counselling Disadvantaged Adults

BEST - Institut für berufsbezogene Weiterbildung und Personaltraining GmbH – M. Helmut Kronika, AT

www.support-the-ways-to-literacy.org

There is a widespread need to detect basic skills deficiencies during early stages of social, vocational or educational counselling. Because people who are embarrassed by their lack of literacy and numeracy skills successfully hide their deficits, advisers working in these fields have to be trained to employ strategies and methods to carefully unveil these facts without offending the social and cultural integrity of their clients. The “Guidelines for Counselling Disadvantaged Adults” will sensitise, inform and train advisers in order to detect people with illiteracy or borderline basic skills, help them to develop self-confidence, advise them on training possibilities, maintain motivation and re-orient their potential of creativity. They include a curriculum for sensitising seminars targeted at social and vocational counsellors.

AMADA - Assessment of Math Knowledge Deficiencies of Adult Learners with Socioeconomic Disadvantages

Salfo and Associates Ltd - Professional Consulting Services - Dr John Pappas, GR

www.amadaproject.info

AMADA aimed at developing a training course that will provide math adult educators with specific methodologies, and material for diagnosing the quantitative skills' deficiencies of socio-economically disadvantaged people. Initially, a user requirements capturing process took place. Its results were analysed in an evidence analysis report on the needs and views of the targeted audience. Next, teaching and training methodologies were produced for the development of 1000 rated original multiple-choice questions on numeric and math skills, following a localisation and language adaptation process. A set of rules and methodology approach for forming standardized tests based on the developed questions and a methodology for assessing the results of the tests were developed that would allow for the exploitation of the produced questions. These materials have been put together to form a Trainers' Manual comprising a complete course. The course was evaluated in five validation / testing seminars by means of questionnaires and assessment tools that were developed. The results helped synthesize evaluation reports of the course. Simulated use of the developed materials was presented in a Train the Trainer seminar that was organised. The results and materials of the AMADA project were successfully presented in a study visit, an info day and two workshops of relevant European projects, thus raising awareness for different interest groups. AMADA is expected to have a European wide impact on raising interest on fighting quantitative illiteracy, equipping math teachers, institutes and organizations of adult education with knowledge, methodologies, curricula and tools to address quantitative literacy deficiencies of the targeted audience. AMADA's results enrich the education of mathematics and the skills of the targeted audience, helping boost their employability.

Senior Learning: adapting e-learning techniques for integrating senior citizens in the new digital world

MFKK Invention and Research Center Services Ltd. - M. Peter Bartal, HU

www.seniorlearning.eu

The objective of the SeniorLearnig project is to design a user-centred e-learning system which offers online courses for enabling users to learn how to use the internet and its services. The proposed SeniorLearning system is designed specifically to be targeted at senior citizens (55+). It aims to immerse them in the practical use of the internet, thus involving them in the Information Society and enabling them to enjoy its many benefits.

S@niors - Digital Engagement of Senior Citizens

Fast Track Into Information Technology Limited - Ms Maria Fojk, IE

www.seniorsproject.eu

The project aimed at addressing the specific needs of the older population in relation to ICT by designing innovative training programmes and curricula specifically targeting the elderly population. These curricula would be cognisant of their learning capacity, concentrate on imparting necessary skills for engagement in the Information Society, require no prior knowledge and are delivered in a relaxed, informal and fun environment. This training programme helps seniors to develop the practical computer literacy needed to participate in the new technological era. Moreover, an innovative learning tool has been established in a form of a social networking website recalling life experiences both past and present of our older population, entitled "My Past, My Present".

SILVER - Stimulating ICT Learning for active Eu eldeRs

Fondazione Mondo Digitale - Ms Silvia Celani, IT

www.silver.mondodigitale.org

Project SILVER aims to create a sustainable digital literacy life-long learning programme to provide: (1) elderly citizens with competences and resources necessary to benefit from ICT; (2) school students and teachers with didactic experiences fostering the learning of skills critical for the 21st century (communication skills, social responsibility, inter-generational understanding, etc.); (3) local-government policy makers with a practical process and tools to tackle elders' e-inclusion through a multi-stakeholder approach including schools, elderly people centres and other organizations working with the elderly. Methodologically, the project develops, customizes, translates, implements and evaluates a digital literacy didactical kit made up of handbooks, guides and evaluation tools at three levels: (1) basic ICT skills, (2) social networking and (3) e-government services. Pilot/testing programmes are implemented in 4 countries to validate and improve the methodological/didactical kit. In parallel, 3 in-depth case studies of the innovative methodological and didactical aspects of the project are conducted, in order to deepen knowledge codification and strengthen the educational foundations of the programme. The project's dissemination and exploitation activities make use of the multilingual didactic kit and dissemination materials (website, brochure, video, newsletter) and aim to enlarge the project's stakeholder network. This process is reinforced by the organization of 5 international meetings and the development of a knowledge-based community-building environment acting as an open innovation system to create communities of elders, students, teachers and other stakeholders using/improving the methodology and sharing knowledge (experiences/solutions). At least 1000 elders, 500 students/tutors and 50 teachers and schools will be involved in the project's digital literacy training courses. A much larger number will be reached by the dissemination activities.

FORWARD, Forum for Writing and Reading Difficulties in Adults

Vox, Norwegian Agency for Lifelong Learning – Ms Hanne Christensen, NO

www.statvoks.no/forward

The objective of FORWARD has been to create a durable European network in the area of adult literacy, with a special focus on reading and writing difficulties in adult learners. Educators and institutions have been networking by exchanging their expertise in facilitating the learning

processes of adults with reading and writing difficulties and teaching educators and counsellors how to diagnose and guide these adult students. The exchange of information has taken place in the form of study visits, exchange of examples of good practice, exchange of research articles and a continuous discussion in meetings and conferences and in the open Discussion Forum of the portal. The target group of the network activities consisted of researchers, teachers, social workers, and others who are interested in the field of adult literacy. The portal created by the project is a contribution towards a Europe-wide approach that will ensure better access to lifelong learning for adults with reading and writing difficulties.

FORWARD TRAINER

Vox, Norwegian Agency for Lifelong Learning – Ms Hanne Christensen, NO

www.statvoks.no/forward/trainer

The Forward Trainer project branched off from the FORWARD project, i.e. Forum for Reading and Writing Difficulties among Adults. The objective of Forward Trainer is to create and test a training course for union representatives, teachers and trainers of adults, social workers and others who, in their professions, are likely to meet adults who have reading and writing difficulties. The course will try to empower the participants with specific knowledge, information, pedagogical skills and approaches to supporting adults who have reading and writing difficulties. The project's specific objectives are:

- to gather experience from educators who are already offering support for adults with reading and writing difficulties.
- to compile, on the basis of this experience, a handbook on how to use different pedagogical approaches that help adults with reading and writing difficulties. The handbook is meant for teachers, trainers and others who are likely to meet people with reading and writing difficulties in their jobs.
- to use the final outcome as a basis for a series of international Grundtvig 3 courses and a series of national courses in the local languages.

EMMA – European Network for Motivational Mathematics for Adults

Vox, Norwegian Agency for Lifelong Learning – Ms Hanne Christensen, NO

www.statvoks.no/emma

Reading and writing difficulties receive a lot of attention – naturally. The EMMA network aimed at paying the same attention to difficulties with numeracy. The objective of the project was to provide an arena for discussion, awareness raising and exchange of experiences, research results, examples of good practice, and new didactic approaches within the field of adult numeracy. The project created the EMMA portal as the network's main arena of discussion, the project's main means of dissemination and a tool for knowledge dissemination for European experts and educators. The primary target group is trainers and advisors who meet adults with numeracy problems. The second target group is adults with numeracy problems. Policy makers will also be an obvious target group for the dissemination of project result.

FOR FURTHER READING

Official statements

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions, Key competences for a changing world <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

Recommendation of the European Parliament and of the Council, of 18 December 2006, on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning [Official Journal L 327 of 24 November 2006]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:en:PDF>

Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme" http://ec.europa.eu/education/lifelong-learning-policy/doc/joint10/com640_en.pdf

New Strategic Framework in Education and Training
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

International statistics on adults' key competences

Eurostat statistics in Focus 44/2009 http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-09-044/EN/KS-SF-09-044-EN.PDF

Task force report on adult education survey, Eurostat 2005
http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-CC-05-005/EN/KS-CC-05-005-EN.PDF

OECD Programme for the International Assessment of Adult Competencies (PIAAC)
http://www.oecd.org/document/57/0,3343,en_2649_33927_34474617_1_1_1_1,00.html

PIAAC in brief <http://www.oecd.org/dataoecd/13/45/41690983.pdf>

OECD Education at a glance 2009 <http://www.oecd.org/dataoecd/41/25/43636332.pdf>

OECD 'Learning a living', first results of the adult literacy and life skills survey, 2005'
<http://www.oecd.org/dataoecd/48/1/41529631.pdf>

Transnational organisations involved in adult learning

EAEA (European Association for the Education of Adults) is a transnational, non-profit association whose purpose is to link and represent European organisations which are directly involved in adult learning. <http://www.eaea.org/index.php?k=9615>

ERDI (European Research and Development Institutes of Adult Education) is a European network of national institutes working with research and development within adult education. The services it provides to its members and adult and continuing education institutions in general include exchanging information, promoting contacts, elaborating cross national studies and organising conferences and workshops <http://www.die-frankfurt.de/erdi/index.htm>

Other

Information on the activities of the Working group on adult learning
<http://www.ksll.net/PeerLearningClusters/clusterDetails.cfm?id=7>

*(see in particular : PLA on adult Literacy 14 January 2008 to 16 January 2008
Dublin, Ireland <http://www.kslll.net/PeerLearningActivities/PlaDetails.cfm?id=15>)*

Information on the activities of the Peer Learning Cluster on Key Competences
<http://www.kslll.net/PeerLearningClusters/clusterDetails.cfm?id=9>

Adult education trends and issues in Europe, EAEA 2006
http://ec.europa.eu/education/pdf/doc268_en.pdf

The State and Development of Adult Learning and Education in Europe, North America and Israel
Regional Synthesis Report, Helen Keogh UNESCO Institute for Lifelong Learning, 2009
http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/confinteavi_grale_paneurope_synthesis_en.pdf

5. MIGRANTS: THE ROLE OF ADULT EDUCATION

Chaired by Catherine Tsavdaridou European Commission - Directorate General
Education and Culture, Unit Adult education and Grundtvig

Ramunas Kuncaitis, Education, Audiovisual and Culture Executive Agency
(EACEA), Unit Leonardo da Vinci, Grundtvig and Dissemination

Key speech **Integrating migrants: the role of adult education**

Martin Kilgus

Southwest German Broadcasting Corporation

Martin A. Kilgus is an Editor with SWR Public Radio, TV & Internet, Stuttgart, Germany, as well as the vice head of SWR International department for migration and immigration. He studied Political Science, Communication and American Studies at Stuttgart University and The American University (Washington D.C). He holds a Ph.D. in international regulatory media policies from Georgetown University. Mr Kilgus is an expert on media and communication, migration, integration and education for migrants and minority groups, social inclusion in electronic media, youth and inter-generational learning. He is a member of the German Association for the United Nations (DGVN), vice-head of Baden-Württemberg chapter, a member of curatory board of Geissstrasse Foundation Stuttgart, a member of International Education Information Exchange, Stuttgart and a member of Konrad-Adenauer-Foundation, Berlin/Bonn.

Projects **PASS – Influence on Personal Access to education of people with migrant background** - Centre for social scientific research, education and information – FBI Centre - Ms Annemarie Schweighofer-Brauer, AT

Unified by Diversity - Nykobing Falster - Mr Jens Peter Petersen, DK

LOW - Local Ownership and Skills for Conflict Resolution and Intercultural Dialogue - NEAG Alternatives to Violence - Ms Marijke Haffmans, NL

STEP – Steps towards European participation - FACEPA - Federació d'Associacions Culturals i Educatives de Persones Adultes - Ms Natalia Fernandez, ES

DIA-LOGOS - Language Learning as a Key to Participation and Integration - Lancashire College - Mr Steve Hailstone, UK

KEY DATA ABOUT MIGRANTS³³

- The total migration in the European Union **increased** over the last years. In 2006, the number of migrants was nearly a quarter higher than in 2002. Among them, 60% of migrants were citizens of countries outside the EU.
- As of 2007, there were **18.5 million** migrants from **outside the EU** legally established in the 27 EU countries, representing about 4 % of the total population.
- Of the 18.5 million third-country nationals who reside legally in the EU, the biggest groups are from Turkey (2.3 million), Morocco (1.7 million), Albania (0.8 million) and Algeria (0.6 million).
- About **9 million EU citizens** lived in an EU country other than their own.
- Migration is more **common** in **younger** adult age (50% of all migrants are younger than 29 years old). Those aged 50 or more account for 11% per cent of total migration.
- In 2006, the **sex ratio** of foreign migrants to the EU was 114 men to 100 women. According to data from 12 EU Member States, the median age of all female migrants was two years lower than that of males.
- The probability that a young migrant is **an early leaver** from education and training is more than double that for a national (26.8% vs. 13.6%).
- The **unemployment** rate for migrants is double that of the non-migrant population.
- As a whole, **participation in lifelong learning** is slightly higher for migrant adults than for natives in the EU.

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

Migration and integration of migrants³⁴ have become a key social phenomena shaping and reshaping the modern world. Different streams of migration have contributed considerably to changing (national) populations and perceptions about migration, citizenship, and minority incorporation across European countries over the past years.

The global economic recession is affecting the movement of people around the world. There is already evidence that migrants from certain geographical regions are arriving in significantly smaller numbers to the EU. However, it is clear that migration will by no means cease during the recession in part because the downturn also is affecting migrant-source countries and because migration decisions are not governed solely by economic concerns.

Though being first and foremost a Member State responsibility, intervention to promote the integration of migrants has simultaneously risen in prominence on the European Union's agenda

³³ The data presented in this section are extracted from the following publications: European Commission Staff Working Document: Progress towards the Lisbon Objectives in Education and Training - Indicators and Benchmarks (2009); Eurostat statistics in focus 2008; Eurydice Key Data on education in Europe 2009.

³⁴ The term migrant can be broadly understood as *"any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country"*. However, the definition is more complex as it encompasses various categories of people and situations. The dominant forms of migration can be e.g. distinguished according to the motives (economic, family reunion, refugees) or legal status (irregular migration, controlled emigration/immigration, free emigration/immigration) of those concerned. The variations existing between countries indicate that there are no objective definitions of migration.

since the early 2000's³⁵. One of the main arguments supported by EU policy makers has been that a failure of economic or social integration of migrants in one Member State could have a negative impact at EU level. The different features of migration flows from one country to another (i.e. some Member States have extensive experience of migration over many years while others have only experienced migration as a recent phenomena) have been also part of the overall reflexion considering the potential benefits of sharing lessons and experiences at both Member States and EU level.

As such, a role for dialogue, information sharing and coordination of policies at EU level as well as for intervention through existing EU policy levers and through the funding of civil society initiatives has progressively emerged in the field of migration policies.

Encompassed by the Lisbon strategy and other major EU policy statements (see below), the issues of migration and **integration**³⁶ of migrant people have been significantly addressed by a decision of the Justice and Home Affairs Council in 2002 which led to the establishment of National Contact Points on Integration whose main aim was to provide a mechanism to share best practice. The first edition of a *Handbook on Integration for Policy-makers and Practitioners* resulted from this in 2004.

The 2002 European Council decision has been reinforced by subsequent European Councils, notably this of November 2004 under Dutch presidency which gave priority to the **Integration agenda** and secured agreements on the '**Common Basic Principles**'³⁷ within the Hague Programme. The latter that sets the objectives for strengthening freedom, security and justice in the EU for the period 2005-2010 also asked the European Commission to prepare a policy framework for integration that would translate the Common Basic Principles into practice. The Commission's response, *A Common Agenda for Integration: Framework for the Integration of Third-Country Nationals in the European Union*³⁸, was published in September 2005.

The Common Basic Principles which consist of 11 principles constitute the first step in developing a coherent European policy framework in the field of migration. At a practical level, they primarily focus on the importance of the **integration of migrants on the labour market** and recognise this as a dynamic and long-term process (rather than a static outcome). However, achieving better migrants' employment perspectives requires complementary efforts to be put on other important levers such as supporting effective recognition of qualifications, training opportunities, addressing discrimination in recruitment policies, etc. As such, the principles stress the importance of parallel parameters including:

- the knowledge of the host country's language, its history and institutions;
- equal access to education;
- equal access to goods and services and respect for diversity;
- effective dialogue and interaction across community and religious boundaries;
- effective migrant participation in the democratic process of the host country.

As a result, the Common Basic Principles constitute a comprehensive tool defining the mutual rights and responsibilities of migrants and other residents of the host countries and aimed to enable Member States to create opportunities not only for economic but also social, cultural and

³⁵ The European Commission has since made proposals for developing this policy, most of which have now become EU legislation. For further details, see http://ec.europa.eu/justice_home/fsj/immigration/fsj_immigration_intro_en.htm.

³⁶ 'The concept of integration aims at ensuring social cohesion through accommodation of diversity understood as a two-way process. Immigrants have to accept the laws and basic values of European societies and, on the other hand, host societies have to respect immigrants' dignity and distinct identity and to take them into account when elaborating domestic policies' Resolution 1437 (2005) of the Parliamentary Assembly of the Council of Europe.

³⁷ <http://www.enaro.eu/dsip/download/eu-Common-Basic-Principles.pdf>

³⁸ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0389:FIN:EN:PDF>

political participation of migrants. They suggest that all relevant policy portfolios and public services should be mainstreamed within this approach.

The second (published in 2007) and forthcoming third editions of the Handbook on Integration for policy-makers and practitioners are aimed at reinforcing the approach of mainstreaming immigrant integration and to be used as drivers for mutual learning and exchange of good practice. The 2007 Council conclusions on the strengthening of integration policies in the EU by promoting unity in diversity reiterate the approach agreed in 2004 and mark a step further in steering the EU integration agenda.

The development of a forward-looking and comprehensive European migration policy, based on solidarity and responsibility, remains a key policy objective for the European Union. The Treaty of Lisbon came into force on 1 December 2009, allowing the European Union to fully concentrate on addressing the challenges ahead, inter alia Justice and Home Affairs. The Stockholm Programme adopted by the European Council in December 2009³⁹ sets out a five-year plan (2010 – 2014) to address migration and asylum matters, among other things. The European migration policy is to meet also future labour needs and to this end the EU is to play a supportive role by generating comparative data to assess the need for and impacts of migrants and developing mechanisms to speed the recognition of skills earned by migrants from outside the EU.

Alongside the Hague Programme, several EU actions have emerged from directives mostly focusing on people discrimination⁴⁰. Among these, it worth noting the 2001-2006 Community Action Programme to Combat Discrimination; the establishment of the European Monitoring Centre on Racism and Xenophobia in 1997 which became the EU Fundamental Rights Agency in 2007; the EQUAL programme⁴¹, funded by the European Social Fund, which has enabled Member States to explore innovative ways to tackle the discrimination and inequality experienced by those in work or looking for employment till 2008 and the European Year for Combating Poverty and Social Exclusion 2010..

Though mainly placed under the responsibility of the European Commission's Directorate-General Justice, Freedom and Security and Directorate-General Employment and Social Affairs⁴², other relevant policy actions have emerged from other Directorates General resulting from the mainstreaming approach. As highlighted by the Common Basic Principles, the **educational sector** (where recommendations in terms of offering language courses to new migrants, introducing the concept of diversity into curricula, addressing migrants' under-achievement at school and improving participation in higher education, etc. are stated) constitutes a vital area in dealing with the challenges of migrant integration. Resulting from this, educational institutions, curricula, educational policies, teaching materials and public debates centred around questions of education have thus become important and often controversial topics in migration societies.

Further to the **Education and Training 2010 work programme** (2000-2010) which has supported the inclusion of migrants (both young people and adults) into education and training systems, the **new Strategic Framework for European cooperation in education and training ('ET 2020')**⁴³ of May 2009 reiterates the importance of equity and social cohesion in education and training systems and thus the need to ensure that all learners have access to all forms of education (formal, non-formal), complete their education, benefit from more personalised learning, etc.

³⁹ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/ec/111877.pdf

⁴⁰ Most significantly, a legislative framework to address race and religious discrimination in employment, and race discrimination in goods and services, had been set out in Directives in 2004 and supported by a Community Action Programme to Combat Discrimination (2001-2006) http://europa.eu/legislation_summaries/human_rights/fundamental_rights_within_european_union/33113_en.htm.

⁴¹ The EQUAL Initiative has practically contributed to the European Employment Strategy and the Social inclusion process http://ec.europa.eu/employment_social/equal/about/index_en.cfm.

⁴² The EU's work on discrimination, and on employment and social inclusion, including the EQUAL programme, is the responsibility of DG Employment and Social Affairs. The migrant integration agenda is led by DG Justice, Freedom and Security.

⁴³ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

In this context, targeting migrants is crucial as evidence shows that many learners with migrant background suffer from educational disadvantages and unequal patterns exist in terms of access to, and achievements in education⁴⁴. According to existing data, migrant pupils generally perform less well than native pupils in literacy⁴⁵ and numeracy⁴⁶. The probability of young migrants (around 10% of 15-year-old in the EU-27) to be early school leavers from education and training is also more than double that for nationals (26.8% vs. 13.6%)⁴⁷.

As a result, the new Strategic Framework 'E&T 2020' emphasises that education should be a driver of '*democratic values and respect for fundamental rights*' combating all forms of discrimination. The document also encourages Member States to foster cooperation activities and exchange of good practice in education for migrant learners. In the field of compulsory education, several actions are notably undertaken throughout the Comenius and Leonardo da Vinci sub-programmes part of the overarching Lifelong Learning programme (2007-2013).

Similarly, **migrant adults** are also targeted in both the new Strategic Framework 'E&T 2020' and the Lifelong Learning programme. According to research, second generation of migrant pupils perform better than first generation in most countries where data exist⁴⁸. This trend highlights that supporting young migrants from early school years is crucial for their own development and inclusion in the host country but also that simultaneously supporting learning provision for their parents would boost the inclusion of first (and subsequent) generations. One of the main challenges in this field and key priority of the new Strategic Framework E&T 2010 is the **mastering of the language** of the host country which is central for migrants as '*difficulties in the language of instruction could severely hamper children's success at school and hinder parental involvement, preventing an efficient communication between school and families*'⁴⁹.

Alongside supporting the development of language skills, the necessity to equip migrant adults with skills suited to labour market needs has progressively emerged as a major concern in many European countries. At the EU level, the **2006 Communication on adult learning** '*It is never too late to learn*' identifies migrants as a key target group firstly considering that adult learning could be particularly meaningful for them, helping their adaptation to the local labour market and providing a sense of social engagement. In addition, adult learning is also expected to '*help ensure that migration, which has the potential to be a partial counterbalance to an ageing population and to meet skills and labour shortages in certain sectors, can take place in a way that is beneficial to both migrants and the host country*'.

The **2007 EU Action Plan on Adult learning** '*It is always a good time to learn*' which builds on the latter identifies the need to increase the integration of migrants in society and labour markets among its five key priorities. The document particularly recommends national governments to foster the participation of migrants in adult learning and highlights the issue of the recognition of non-formal and informal learning which is crucial for migrants. Evidence shows that their competences are often undervalued and under-recognised and their skills may remain underused in the labour market.

⁴⁴ Indicators and benchmarks 2009 Several factors may underlie this gap, among them a poor socioeconomic background, insufficient knowledge of the instruction language, children's and families' attitudes towards education, limited access to childcare facilities, lack of support from the educational environment (Green Paper, 2008, UNICEF, 2008).

⁴⁵ PIRLS survey on literacy 2006 targeting the competences of pupils enrolled in the fourth grade of primary school. <http://timss.bc.edu/pirls2006/index.html>

⁴⁶ PISA survey 2006 for 15-years old pupils with a migrant background in reading, mathematics and science compared to native pupils. http://www.oecd.org/document/2/0,3343,en_32252351_32236191_39718850_1_1_1_1,00.html

⁴⁷ Ibid.

⁴⁸ European Commission Staff Working Document: Progress towards the Lisbon Objectives in Education and Training - Indicators and Benchmarks (2009).

⁴⁹ 'Integrating Immigrant Children into Schools in Europe', Eurydice - Education, Audiovisual and Culture Executive Agency, 2009 http://eacea.ec.europa.eu/ressources/eurydice/pdf/0_integral/101EN.pdf

More recently, the **Commission Communication** *'Key competences for a changing world'*⁵⁰ adopted in November 2009 has reiterated that supporting the integration of adult migrants in society and the economy and making the most of the competences and educational experiences acquired prior to migration constitute one of the main challenges for adult learning. The Communication furthermore raises the following key challenges and priorities:

- Member States should raise awareness of the important role of migrants in society and in the economy, ensure sufficient investment in the education and training of migrants (as well as older people) and design education and training which matches the needs of the learner;
- Support the provision of key competences to migrant adults, include new and revised legislation, improved delivery and governance, etc.;
- In line with the EU Action Plan on adult learning, greater attention should be paid to the development of literacy, languages and digital competence among migrant adults;
- Speed up mechanisms for assessment of capacities and recognition of formal, non-formal and informal learning of arriving migrants;
- Develop appropriate and effective teaching and promoting more inter-cultural learning.

Complementary with the priorities set out above, concrete actions have been undertaken at EU level, since 2000, mostly as part of the **Grundtvig programme** (now part of the Lifelong Learning Programme). In practice, Grundtvig supports learning partnerships and transnational projects focusing on the learning needs of migrants and minority communities throughout the EU (a sample of recent relevant projects is provided in section 3).

Workshop 5 Migrants – The role of adult education, is expected to stimulate an exchange of ideas and experience among the participants on the basis of the issues set out above. It will firstly focus on interrelated questions of migrant incorporation and adult education in a comparative framework, drawing on adult education and employment practice. Two main inputs will be offered during the workshop consisting of i. a presentation on the new interpretation that adult education provision should be based on social milieu clusters of learners rather than on their ethnic background and ii. a second presentation based on an ongoing Commission study on innovative approaches for the successful integration of third country migrants into the labour market. As a whole, the workshop will be an opportunity to explore practices developed within Grundtvig projects on issues such as:

- mechanisms for recognising/valuing the qualifications of migrants;
- the attention adult educational systems give to migration and diversity;
- adult education approaches that enhance or restrict the integration of migrants;
- the adaptation of curricula and educational material to the skills needs of migrants;
- instruments that improve the quality of provision in the adult learning sector.

⁵⁰ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions, Key competences for a changing world <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

MAIN OUTCOMES AND INTERESTING PRACTICES

PASS – Influence on Personal Access to education of people with migrant background

Centre for social scientific research, education and information – FBI Centre - Ms Annemarie Schweighofer-Brauer, AT

PASS learning partnership, 2006 to 2008, brought together partner organisations from Italy, Austria, Germany, Lithuania and Turkey. The main objectives of the project were finding out more about what supports people with migrant background in getting access to education in their receiving societies and what hinders them. The project studied this matter with a bottom up approach: namely by carrying out biographical interviews on education stories of people who migrated to the partner organisations countries. The results have been described in two leaflets (2007 and 2008). During PASS project it was decided to come to an experiential understanding of the interview partner's accounts and this proposition was pursued through the Forum Theatre method. Mario Azzopardi, director of Malta Drama Centre, instructed the project's partners and produced a script based on the biographical accounts which was rehearsed in a workshop. It was also performed by a group of migrants in Innsbruck/Austria and another one in Leer/Germany and taped on a DVD with actors of the Malta Drama Centre.

Unified by Diversity

Nykobing Falster - Mr Jens Peter Petersen, DK

grundtvig.scvo-site.be/

The co-ordinating country for this project is Denmark. The partners are Belgium, Cyprus and Germany. All the participating organisations teach the native language as a second language. The purpose of the project was to look for ways to make the integration process comfortable and as easy as possible and to learn about this by exchange of educational staff. Integration is seen as a two-way process: a migrant wanting to integrate and a society ready to integrate, consequently the project looked for ways to influence the public opinion and people's attitudes towards migrants when displaying the project and its results. Each partner focused on a specific topic, always keeping in mind the frame of '*how to facilitate integration processes with focus on second language learning and acquisition*', not only in the structural education in classrooms, but also as autodidact learner and in informal learning such as at work, public services and so on. The work and the aims of the project should respect the philosophy of Life Long Learning and develop the learners' awareness of this. The project aimed at gaining an insight into different methods to approach multicultural language learners used in the various European countries of the partnership, whether they are attending formal education or not.

LOW - Local Ownership and Skills for Conflict Resolution and Intercultural Dialogue

NEAG Alternatives to Violence - Ms Marijke Haffmans, NL

<http://www.neag.nl>

The overall aim of this Learning Partnership was to contribute to the Grundtvig priority of sharing knowledge and disseminating good practices on adult learning opportunities for migrants. Organizations and training centres working with migrants or minorities as well as grassroots minority associations and local authorities were brought together to improve their knowledge and competences on conflict resolution in local communities. The partners exchanged systematic approaches on participative and non-violent ways of dealing with conflicts. These are built on the principle of the ownership of the problem and the solution by all people involved in the conflict. Learning about the different approaches how to better facilitate the participation of minorities in the professional and volunteer conflict resolution services in the neighbourhood or community bodies was the focus of the project. The concrete actions were: 1) Exchange of approaches, tools and methods on conflict resolution and intercultural dialogue between partner organisations and with associated partners, public authorities and experts working in the field 2) Facilitation of the participation of local minorities and marginalized groups in the learning partnership. 3) Development

of greater understanding and potential innovative approaches on intercultural dialogue and conflict resolution. 4) Dissemination of methods for conflict resolution based on the principle: ownership of process and the outcomes by all people involved. The co-ordinating partner is ifak, the Institute for Applied Cultural Research (www.ifak-goettingen.de) from Germany, Norway and the Netherlands being partners.

STEP – Steps towards European participation

FACEPA - Federació d'Associacions Culturals i Educatives de Persones Adultes - Ms Natalia Fernandez, ES

<http://www.stepproject.net/>

The STEP project derives from the need to focus on issues surrounding an increasingly prominent feature of our societies today, immigration, and to promote actions that favour the social inclusion of all cultural groups. The aim of the project was to disseminate and exploit the results of three previous Socrates projects which address issues relating to migrational processes and more particularly, to the promotion of equal opportunities of migrants. The target group of the project was adult migrants who are taking part in learning processes in adult education schools and associations within the participating countries (Spain, Germany, the United Kingdom and Lithuania). Project objectives were to disseminate successful projects which address three different stages of the migration process: welcoming and assessment, social participation, and access to further education and to advocate that host societies respond to the needs of migrants, taking into consideration the gradual increase in the number of people who change their place of origin in search of more and better possibilities of employment, education, housing, etc. And also those who are obliged to leave their home country as a result of a war, for instance and seek asylum in a different country.

DIA-LOGOS - Language Learning as a Key to Participation and Integration

Lancashire College - Mr Steve Hailstone, UK

www.dvv-vhs.de

DIA LOGOS focused on adult immigrants and how learning the language of the country they have come to is a key to their integration and participation. The project had the following aims:

- To share and compare the different approaches to language teaching and learning that are in place in each country
- To share and compare information regarding the different policy contexts within each participating country
- To enable project partners to evaluate and reflect upon the effectiveness of the approaches to language teaching and learning in their own organisation and countries
- To enable project partners to develop and enhance their approaches to language teaching and thus improve the learning experience of people with migrational backgrounds
- To provide practical recommendations for learners and teachers
- To disseminate the outcomes of the project nationally, within the countries of the project partners, and throughout Europe.

FOR FURTHER READING

Official statements

EU Action Plan on Adult learning: It is always a good time to learn.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:EN:PDF>

EU Adult learning Commission Communication: It is never too late to learn

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions, Key competences for a changing world <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

New Strategic Framework in Education and Training

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

Green paper Migration & mobility: challenges and opportunities for EU education systems

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0423:FIN:EN:PDF>

International statistics on adult migrants

Eurostat Statistics in Focus 98/2008 - 'Recent migration trends: citizens of EU-27 Member States become ever more mobile while EU remains attractive to non-EU citizens'

http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-08-098/EN/KS-SF-08-098-EN.PDF

International awareness events and recent experts meetings

'ICT for learning the host country's language by adult migrants in the EU'. Expert workshop organised by the Institute for Prospective Technological Studies (IPTS) Joint Research Center, 1-2 October 2009 in Sevilla. <http://is.jrc.ec.europa.eu/pages/EAP/ICT-IEML2.html>

Intergovernmental seminar on the linguistic integration of adult migrants, Strasbourg 26-27 June 2008

http://www.coe.int/t/dg4/linguistic/MigrantsSemin08_ListDocs_EN.asp#TopOfPage

Migration and Lifelong Learning in Europe (presentation to Confintea VI 'Living and learning for a viable future; the power of adult learning.' 1-4 December 2009

http://www.unesco.org/uploads/media/confinteavi_ws28_waddington_en.pdf

Transnational organisations

EU Fundamental Rights Agency http://fra.europa.eu/fraWebsite/about_us/about_us_en.htm

International Organization for Migration <http://www.iom.int/jahia/jsp/index.jsp>

The Migration policy group <http://www.migpolgroup.com/>

Centre on Migration – Policy and Society (COMPAS) <http://www.compas.ox.ac.uk/>

European Anti-Poverty Network <http://www.eapn.eu/content/view/1386/85/lang,en/>

Other

Handbook on integration for policy-makers and practitioners

http://ec.europa.eu/justice_home/doc_centre/immigration/integration/doc/2007/handbook_2007_en.pdf

EQUAL initiative http://ec.europa.eu/employment_social/equal/index_en.cfm

European Social Watch Report 2009, Migrants in Europe as Development Actors - Between hope and vulnerability http://www.eurostep.org/wcm/dmdocuments/Book_ESW_2009.pdf

6. SENIOR CITIZENS AND ADULT EDUCATION

Chaired by Alan Smith, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Jim Soulsby, Association for Education & Ageing and Institute of Lifelong Learning University of Leicester

Key speech Active ageing

Anne-Sophie Parent

Director of AGE, the European Older People's Platform

Anne-Sophie Parent is Director of AGE - the European Older People's Platform since 2002. Prior to that, she was director of Autism-Europe, a European NGO advocating on behalf of persons with autism, for six years. AGE is an EU network representing 25 million older people across the EU-27. AGE aims to voice and promote the interests of the 150 million inhabitants aged 50+ in the European Union. Ms Parent was elected twice as President of the Social Platform (March 2003 to March 2007). She sits on various advisory committees set up by the European Commission (European Pensions Forum, Science in Society programme, e-Inclusion programme, European Year of Equal Opportunities for All, European Health Policy Forum, Ad Hoc Expert Group on Desinstitutionalisation). She is also a member of the Steering Committee of the Social Justice Programme of the King Baudouin Foundation (B) and chairs the francophone jury of their Intergenerational Solidarity Programme. www.age-platform.org

Projects

Y a-t-il une Europe de la sagesse populaire ? - Centre Universitaire du Troisième Age de Namur (UTAN) - M. Paulin Duchesne, BE

Routes towards Europe - Hyvinkää Adult Education institute – Ms Anita Lehtinen, FI

seVen - Senior European volunteering exchange network: promoting international voluntary service in Europe as and educational and lifelong learning tool for senior citizens - Lunaria - M. Sergio Andreis, IT

SenEmpower - Institut für Soziale Infrastruktur (ISIS) - Ms Edita Satiene, LT

www-golden-age - Stowarzyszenie Akademia Pełni Życia - Ms Barbara Kaszkur-Niechwiej, PL

Teddybear - Educational Centres Association – M. Bernard Godding, UK

KEY DATA ABOUT AGEING POPULATION AND ADULT LEARNING⁵¹

- **Population in the EU will increase** (from 495.4 million in 2008) **by almost 5% by 2035**, when it will peak (at 520.1 million), although the **proportion of the world's population accounted for by the EU-25 will fall**.
- Over the next 30 years the **number of younger** Europeans (up to 24 years) **will fall by 15%**.
- The **old age dependency ratio in 2060** for the EU27 is projected to more than **double** from its current level.
- Whereas in **2008** in the EU27 **there are 4 persons of working age** (15-64 years old) **for every person aged 65 years or over**; in **2060** the **ratio is expected to be 2 to 1**.
- The **median age is projected to rise from 40.4** years in **2008** to **47.9** years in **2060**.
- The experience of demographic change will vary widely across Europe due to very different fertility rates and migration patterns.
- In 2002 there were 300% more people aged 65-74 in work in the USA (18.5%) than in Europe (5.6%).
- Whereas in 2003 14% of 25-29 year olds participated in education and training only just over **4% of 55-65 year olds participated**.
- Participation in learning decreases with age. NIACE data in England consistently show that the older you are the less likely are you to be currently or recently engaged in any form of learning. **In 2009 42% of people aged 45-54 reported current or recent participation compared to 31% of those aged 55-64; 18% aged 65-74 and 13% of those aged 75 and above**.
- In the EU27 countries **40.4% of 55-64 year olds lack an upper secondary qualification. In 9 countries it is more than 50%. For those aged 65 and over the figure rises to 62% and in 6 countries it is more than 80%**
- Scientists like Dr Gene Cohen in the USA (alongside many others) point to the benefits for older people of ongoing mental and intellectual stimulation offered by participation in learning and the ability of the brain to be regenerated.
- Surveys by major age organisations across Europe (and European Commission funded projects) provide numerous testimonies from older people of the value and benefit engagement in learning brings.
- Important reflections on the engagement of older people with learning have recently been presented in the findings of the "Inquiry into the future for Lifelong Learning" (see full references in section 4).

⁵¹ The data presented in this section are extracted from the following publications: European Commission (2006) Adult learning: It is never too late to learn; Eurostat Statistics in focus (2008) Ageing characterises the demographic perspectives of the European societies; 2009 Ageing Report - Dealing with the impact of an ageing population in the EU; 2009 Ageing Report – Economic and budgetary projections for the EU-27 Member States (2008-2060); The new global puzzle: What World for the EU in 2025?, Institute for Security Studies (ISS) (2006).

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

“Adding years to people's lives through the magic of science and medicine, however impressive, is an insufficient ambition for American Society. Our objective must be to add new life to those years.”

President John F. Kennedy,
1961 White House Conference on Aging

Adding new life to ‘older’⁵² people’s years; whether in the United States of America or in Europe, is not a new phenomenon. However it is of vital importance in the 21st Century. Not only do we have more older people who are living longer - thus making us need to review policies and investments in health and welfare; but we have fewer children being born in many European countries which means that we have to look seriously at our employment and training policies and practices to ensure ‘older’ people continue to contribute effectively to our economies.

Between 2000 and 2007, the EU-25 population aged between 0-14 declined (by -1.5 percentage points⁵³), the cohorts aged 15-64 increased slightly (0.1 percentage points) whilst those aged 65 and older increased (1.3 percentage points). Trends towards an older population are forecast to continue.

Interestingly, the *European Economy* report⁵⁴ makes the following employment rate projections for the following groups:

- **Young people (15-24):** whilst in many countries (especially EU10⁵⁵) employment rates of young people have been falling, it has risen in some EU15⁵⁶ countries. This is linked to more young people completing secondary education and higher enrolment in tertiary studies.
- **Women:** the projections show female employment rates rising from just over 55% in 2004 to almost 65% by 2025 and remain stable thereafter. This increase, which would imply that the 60% Lisbon employment target is reached in 2010, is attributable to the gradual replacement of older women with low participation rates by younger women who have a much stronger attachment to the labour force.
- **Older workers (55-64):** the employment rate of older workers is projected to increase sharply from 40% in 2004 for the EU25 to 47% by 2010 and 59% in 2025: this is well in excess of the 50% Lisbon target that is projected to be reached by 2013. The projection reflects the observed increase in employment rates of older workers in recent years (up by 4 percentage points since 2000).

Such trends have contributed to the wide recognition of the value of adult learning to employability and mobility across the EU. Significantly, it has now become accepted that education and training have a vital role in helping older people make decisions and exercise choices about their quality of later life whether this is about employment, engaging in voluntary activity, saving and investing,

⁵² There is no universally held definition of ‘older’ people but in recent years the term has tended to refer to those over age 50. This has been supported in recent years by evidence suggesting that those over age 50 are less likely to be in employment or any form of training for or during employment than those under age 50.

⁵³ Eurostat data http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996_39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_population&root=Yearlies_new_population/C/C1/C11/caa15632

⁵⁴ European Commission, DG Economic and Finance Affairs - *European Economy: The Impact of ageing on public expenditure*, 2006.

⁵⁵ Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Cyprus, and Malta which join the EU in May 2004.

⁵⁶ Austria - Belgium - Denmark - Finland - France - Germany - Greece - Ireland - Italy - Luxembourg - Netherlands - Portugal - Spain - Sweden - United Kingdom

better understanding family and intergenerational relationships, or simply through a desire to learn and assess life's experiences to date. There is an increasing body of research evidence about the health and social benefits of later life learning, well supported by the testimonies of older learners themselves.

At the EU level, older people are one of the main target groups for the European Commission as it reflects on the 2006 Communication *It is never too late to learn*⁵⁷ and the 2007 Action Plan on adult learning *It is always a good time to learn*⁵⁸. The latter also highlights that participation in lifelong learning decreases after age 34.

Building higher skills through better education and training systems constitutes an important part of Europe's strategy to meet the challenges the future holds in relation to an ageing population and the need to deliver high levels of sustainable, knowledge-based growth and jobs that are at the heart of the Lisbon strategy.

As workers age, training is needed to prevent them from falling behind in their skills. Knowledge, skills and competences that an individual possesses determines their chances of success in the labour market and to have an active role in society. They are critical for social cohesion as well as the competitiveness and innovative capacity of enterprises and the entire economy⁵⁹.

The 2006 Communication *It is never too late to learn* stated that education and training systems must bear in mind the ageing of the European population. According to existing data, in thirty years a third of the EU population will be over 60 years old. Such trend highlights the importance of supporting actions to extend the working life of older workers and increase the number of young workers. As a result, Member States must work to reduce the number of early school-leavers and develop the skills of low-skilled workers over the age of 40.

More recently, the 2009 Ageing Communication⁶⁰ renewed the strategy for tackling Europe's demographic challenge and the Communication *Dealing with the impact of an ageing population in times of economic crisis* states that 'governments have a window of opportunity before the baby-boom generation retires, to implement policies that address the challenge whilst being compatible with the need to support the economy at this juncture'.

Alongside EU policy statements and various other actions undertaken at both EU and national level over recent years, the Grundtvig programme in particular has widely addressed the issue of education in relation to the ageing population. It has funded many projects, networks and partnerships to develop education and training for 'older' people, enabling them to better serve our social and economic needs and to ensure their own well being and quality of life. Inter-generational learning has become an increasingly important dimension of this work.

Whilst complementary EU level tools, mutual learning and exchange of good practice should enable education and training national systems to better address the issue of ageing, the challenges in this area nonetheless remain considerable. They include how to boost participation and make adult learning opportunities more attractive to older people, how to improve the capacity of educational and training providers to respond more effectively to their needs, but also the challenge posed by often severe financial constraints.

This workshop session will look at some of those examples and we are encouraged to examine these initiatives (and our own work) and to address among other issues the following **10 key questions**:

- How can we improve the provision of education and training for older adults?

⁵⁷ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

⁵⁸ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:EN:PDF>

⁵⁹ An updated strategic framework for European cooperation in education and training (2008) http://ec.europa.eu/education/lifelong-learning-policy/doc/com865_en.pdf

⁶⁰ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0180:FIN:EN:PDF>

- What is the key to developing education and training programmes for older people which are relevant to their needs, whether it is for updating skills or knowledge, acquiring new knowledge, understanding and using new technologies, or encouraging active ageing and intergenerational engagement?
- What are the benefits of projects involving older people in volunteering activities⁶¹, especially as a means of facilitating informal learning?
- How can we increase older adults' awareness of existing adult learning provision?
- What can be done to establish better coordination between all partners and stakeholders involved in developing and implementing the policies and innovative projects?
- Where effective programmes and projects have been developed – what were the contexts and reasons for the work?
- What has been the impact of such programmes and projects, whether at national or European level?
- How can the results of successful programmes and projects be better disseminated in order to allow others to learn from the initiative?
- How, if at all, has the work among project partners been sustained?
- Looking at the kinds of projects which Grundtvig has supported so far, to what extent do the themes and profiles of these projects meet the real needs in this area of adult learning? What new themes should be encouraged and how?

MAIN OUTCOMES AND INTERESTING PRACTICES

Y a-t-il une Europe de la sagesse populaire ?

Centre Universitaire du Troisième Age de Namur (UTAN) - M. Paulin Duchesne, BE

The objective of this partnership was to collect and examine the inexhaustible resources of the popular wisdom expressed in proverbs, sayings and adages and try to find if, beyond the productions common to all mankind – universal heritage – there exists a set of proverbs specific to the European nations. The partners launched a vast collection of national proverbs, gathering oral accounts and written transcriptions. These were compiled, compared, classified and analysed according to the context and circumstances in which they were used. Comparing the points of view and the shifts in meaning, the partners explored the diversity of the interpretations, observing what, from one country to another, brings them together or leads them apart.

Routes towards Europe

Hyvinkää Adult Education institute – Ms Anita Lehtinen, FI

www.routestowardseurope.eu

This project brought together various programmes concerned with the dynamics of active citizenship in a cultural European context. The partners strongly share the view that the growing group of European senior citizens can play an increasingly important role in society through their involvement in local and regional projects. Study groups in partner countries discussed themes of

⁶¹ Volunteering is increasingly recognised in Europe as a very valuable learning experience for people of all ages but in particular for older people as it can promote the process of active ageing and the contribution of seniors to societies.

identity, explored historical routes and studied English and ICT. Participants exchanged information, views and ideas on the project website.

seVen - Senior European volunteering exchange network: promoting international voluntary service in Europe as and educational and lifelong learning tool for senior citizens

Lunaria - M. Sergio Andreis, IT

www.seven-network.eu

This network of 29 partners wants to create a European space where all the organisations involved in senior volunteering will be supported in the implementation of their mobility and exchange projects. SEVEN's members include NGOs, local governments, universities and research centres with at least 5 years' experience in the co-ordination and management of senior volunteer programs.

SenEmpower

Institut für Soziale Infrastruktur (ISIS) - Ms Edita Satiene, LT

www.senempower.eu

The SenEmpower project intended to combine two aspects of civil society and the roles that seniors can play in it:

- On the one hand, the number of seniors who need support in being an active member of the local community will increase. Single, older women are particularly at a high risk of social isolation, but the same is true for other vulnerable groups of older people in marginal social contexts. Besides poor health and poverty, the most important risk factor for social exclusion is a low level of formal education. For these seniors, ways have to be found and developed to utilise their hidden strengths to enable them to participate in community life.
- On the other hand, a growing number of seniors are ready to work in self-help groups and initiatives on issues of public welfare, including the re-integration of isolated seniors into community life. Their contribution to social welfare is tremendous but needs to be acknowledged and supported by educational offers and cooperation at community level. Their locally based work is not usually integrated into networks, so they miss out on the transfer of knowledge and good practice.

Given this background, the project aimed at offering training courses to members of seniors' self-help groups and voluntary work initiatives to improve their skills in empowering seniors, with weak family and social networks, to take a greater role in society.

www-golden-age

Stowarzyszenie Akademia Pełni Życia - Ms Barbara Kaszkur-Niechwiej, PL

http://goldenage.felk.cvut.cz/index/index_cz.html

The main topic of the project was introducing seniors to the IT. The partners focussed on different aspects of teaching/learning process and also on how to improve the functioning of older citizens in the Information Society. The work was centered around 8 seminars, one in each partner-country. Each partner was responsible for planning and running one seminar devoted to one subtopic, and to run an Internet activity involving all partners.

Teddybear

Educational Centres Association – M. Bernard Godding MBE, UK

<http://www.e-c-a.ac.uk/teddybear/>

Teddy Bear was an intergenerational learning project which offered benefits for all those involved. This Partnership involved older people (50+) from all sectors of the community, including those who were disadvantaged or suffering from disabilities or mild dementia/Alzheimer. They were invited to share their life stories with young children between 6 and 12 years old in primary schools. Project partners came from Finland, Italy, Slovenia and the United Kingdom. Teddy Bear is the project which most closely responds to Europe's changing demographics. The concept is that older learners have the opportunity to take part in reminiscence programmes and are given special opportunities to work directly with children and tell them their own stories. Ideas relating to celebrations, games, crafts and food were chosen as initial stimuli for the story telling. Later, activities such as skills demonstrations by the older learners based on their previous experience and visits to places associated with their memories, featured as part of the programme in all project areas. The project has had a positive impact on the older people who now more readily see themselves as learners and who have increased in confidence, built new relationships with young people, acquired new IT skills and in some cases become more civically engaged.

FOR FURTHER READING

Official statements

2009 Ageing Report - Dealing with the impact of an ageing population in the EU

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0180:FIN:EN:PDF>

2009 Ageing Report – Economic and budgetary projections for the EU-27 Member States (2008-2060)

http://ec.europa.eu/economy_finance/publications/publication14992_en.pdf

The Hamburg Declaration

<http://www.unesco.org/education/uie/confintea/declaeng.htm>

Grundtvig programme

Action on the volunteering of older people launched at the EU level in 2009

http://ec.europa.eu/education/grundtvig/doc986_en.htm

Organisations

European Older People's Platform (AGE platform)

<http://www.age-platform.org/>

EPC's Working Group on Ageing Populations and Sustainability (AWG)

http://europa.eu/epc/working_groups/ageing_en.htm

Optimum Population Trust

<http://www.optimumpopulation.org/opt.more.ageing.html>

Research papers

Learning through life - Inquiry into the future for Lifelong Learning, T. Schuller, D. Watson – NIACE, 2009.

<http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-summary-english.pdf>

7. DISABILITIES AND SPECIAL NEEDS

Chaired by Géraldine Libreau, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Annalisa Colosimo, Education, Audiovisual and Culture Executive Agency (EACEA), Unit Leonardo da Vinci, Grundtvig and Dissemination

Key speech **The EU disability strategy: achievements and perspectives**

Silvio Grieco

Policy analyst in Unit G3 "Integration of people with disabilities", Directorate General for Employment and social affairs, European Commission

Silvio Grieco is a policy officer of the unit for the integration of people with disabilities at DG Employment, Social Affairs and Equal Opportunities. His work focuses on the mainstreaming of disability issues in a number of EU policies, including education and training. He is currently working on the preparation of the new EU Disability strategy 2010-2020. Before joining DG Employment, he worked for the Italian Government and DG Regional Policy in the field of EU structural funds. He holds a masters degree in Law from the University LUISS-Guido Carli of Rome, and a post-graduate specialisation in International Relations and European Studies from the University La Sapienza of Rome.

Projects **BASKI - Basic Skills Training** – Institut Arbeit und Technik (IAT), FH Gelsenkirchen - Ms Ileana Hamburg, DE

Opening doors: developing learning disabled people's participation in Arts accross Europe - Cultureel Centrum Leopoldsburg - M. Wim Oris, BE

Auch wir sind Europa - Landschaftsverband Rheinland / HPH-NETZ Mittelrhein Ost - Ms Susanne Siebert, DE

Empowerment and disability: Informal learning through self advocacy and life history - Centre for disability studies - Social sciences - Faculty of social and human sciences of the University of Iceland – Dr Gudrun Stefansdottir, IS

LIM - Learning in Motion - Study promotion association in Uppsala - M. Lars Häger, SE

Act well: Art and creativity - CUDV Dolfke Boštjančič Draga - Ms Marija Turman Lemajič, SI

KEY DATA ABOUT ADULTS WITH DISABILITIES⁶²

- **One in four Europeans has a family member with a disability.** Six out of ten Europeans know someone in close or more distant circles who has a disability. **People with reduced mobility represent more than 40% of the population.**
- **50%** of disabled persons are **employed** compared to 68% of non disabled.
- **63%** of people with disabilities are **older than 45 years old**. Nearly 30% of people in the 55-64 age group report a disability. Disability rates will increase as the EU population gets older.
- **The more severe the degree of disability, the lower the participation in the labour force.** Only 20% of people with severe disabilities, compared to 68% for those without disabilities are active or participate in the labour force.
- Persons with disabilities are less likely (by more than 50%) to reach **third level education** as non disabled persons.
- **One out of two disabled persons has never participated in leisure or sport activities.**

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

Around 16% of the EU population aged 16-64 years old would be concerned with disabilities⁶³ according to existing data⁶⁴. As a result of the Lisbon objectives⁶⁵ and other challenges (such as an ageing European population), fostering social inclusion and independence for all people has progressively emerged as a key priority within the EU. As such, ensuring equal opportunities in adult education and training settings appears as a pervasive issue in all EU countries.

Among the various target groups considered the most at risk of social exclusion⁶⁶, people with disabilities have been a major focal point of both the member states and the European Commission's work in education for the past years.

On the one hand, most EU member states' legislations include a reference to the principle of equal treatment in employment and training irrespective of disability but also age, religion, etc. On the other hand, several actions, starting in the field of employment, including vocational training, have been undertaken at the EU level. Alongside events such as the European year of people with disabilities (2003), the European Year of equal opportunities (2007) or the 3rd December designated as the international day of people with disabilities, the EU disability action plan (2003-2010) has been the most determining policy document in this field so far.

⁶² The data presented in this section are extracted from the following publications: *Eurobarometer survey 54.2 and Eurostat report: Disability and social participation in Europe, 2001 edition*; Eurostat - Statistics in focus – Population and social conditions, 26/2003 – Employment of disabled people in Europe in 2002; Special Eurobarometer – The European year of People with Disabilities 2003 (January 2004); The labour market situation of people with disabilities in EU 25, European Centre for Social Policy, Welfare and Research (February 2008).

⁶³ At present, there is no one unique and agreed definition of disability. Several approaches (including the medical and the social ones) have set their own definition. As a broad approach, disability may entail all types of impairments ranging from light (e.g. dyslexia) to more severe ones (e.g. autism, blindness, deafness, etc.) and be understood as the result of the interaction between the individual's impairment and the barriers created by society.

⁶⁴ i.e. people reporting forms of moderate to severe disabilities. Eurostat 2005

⁶⁵ The modernisation of education and training systems is placed among the key factors for the implementation of the Lisbon strategy aimed to get the EU the most competitive, dynamic and cohesive knowledge-based society in the world by 2010. http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/00100-r1.en0.htm .

⁶⁶ e.g. migrants, unemployed, early school leavers, elderly people, offenders, etc.

Significantly, the EU disability action plan cross-cuts several priority areas of the UN Convention on the rights of persons with disabilities (adopted in 2006) which constitutes a reference⁶⁷ policy document which encompasses almost all policy fields in addition to education. Both documents stress three main domains of actions with regard to supporting learning opportunities for disabled adults. The three domains focus on the following aspects:

- **Anti-discrimination:** reflecting the fundamental rights of equal treatment, educational and training settings should be open to any individuals irrespective of the nature and degree of their impairment and offer learning provision suited to their needs.
- **Mainstreaming:** this approach is crucial to facilitate the active inclusion of disabled adults. The creation of opportunities for disabled people to participate in mainstream education is not only important for disabled people but is to also benefit non-disabled people's understanding of interpersonal differences.
- **Accessibility:** promoting access to appropriate infrastructures, to quality support and services including transport services, ad hoc learning materials, assistive technologies, etc. is another crucial aspect of the above-mentioned policy documents.

More specifically, the principle of creating lifelong learning opportunities for disabled adults is one of the four priorities of the EU disability action plan (notably as part of its first phase in 2004-2005). Since 2007, it is being reinforced throughout the Lifelong Learning Programme (LLP)⁶⁸ and Grundtvig as one of its sub-programmes.

Among its activities, Grundtvig allocates funding to conduct projects aimed to support disabled adults in a lifelong learning context. They aim to address all kinds of disabilities and issues such as the empowerment of disabled persons and their families or the promotion of learning for people with specific disabilities. A sample of relevant practices undertaken as part of centralised and decentralised actions is further illustrated in section 3 set out below.

However, despite the recognition that adults with disabilities have similar concerns throughout the EU (e.g. facing same obstacles, discriminations; sharing same hopes, etc.) and that common actions have been undertaken at the EU level for the past ten years, it emerges that 'direct' European policy is modest⁶⁹ and that disability policies essentially remain the responsibility of individual member states.

As a result the need to reinforce the disability dimension in all relevant EU policies and actions (including adult education) and to establish a sustainable and operational approach to disability in the EU has progressively emerged.

To address this need, a Council Resolution adopted in 2008 (2008/C75/01) invites the Commission to begin work on a **new European Disability Strategy** to succeed the current action plan in order to assess how national actions reflect EU and member states' commitments to fully implement the UN Convention on the rights of persons with disabilities and to consider how to foster consistent settings and comparable national targets to that end.

The new Strategy is expected to support three main operational objectives aimed to:

⁶⁷ All the Member states and the EC have signed the UN Convention.

⁶⁸ Article 12 calls for giving due regard to the full contribution of the LLP to furthering the Community horizontal policies. It particularly stresses the importance of making provisions for learners with special needs and for their integration into the mainstream education and training.

⁶⁹ Disability policy at the European level developed over the last years has been designed mainly as a part of social policy. The other initiatives are merely 'soft' resolutions, communications and action plans with no legal obligations for EU member states.

- **Clarify obligations** for the EU and the member states in accordance with the principles of the UN Convention aforementioned and set up a **proper follow-up framework** involving an enhanced monitoring of disability issues at both levels;
- Identify **concrete actions** (e.g. legislation, policy, awareness, research, etc.) at all levels from EU to local government;
- **Foster mutual learning** through further evidence-based research, exchange of good practice, experts' dialogue and dialogue with the wider civil society (e.g. involving disabled users, educational practitioners, voluntary organisations, and other relevant professional bodies) etc. to improve policymaking and implementation;

Taking forward these three main operational objectives should contribute to better address some of the following gaps specifically observed in the field of adult learning for disabled people such as:

- Lack of **appropriate funding**⁷⁰ considering that adult learning provision involves additional costs (e.g. adapted infrastructures, equipment, transports, etc.);
- Lack of **adequate training for educational practitioners** to effectively tackle disabled adults' needs⁷¹.

The current workshop is expected to stimulate exchanges of ideas and experiences among the participants on the basis of these issues. It will also be an opportunity to explore practices developed within Grundtvig projects on issues such as:

- Accessibility and availability of educational opportunities;
- Offer of educational opportunities which do not only target employability;
- Empowerment;
- Training of trainers, carers or families;
- Innovative pedagogies to teach adults with disabilities.

MAIN OUTCOMES AND INTERESTING PRACTICES

BASKI - Basic Skills Training

Institut Arbeit und Technik (IAT), FH Gelsenkirchen, Germany - Ms Ileana Hamburg, DE

www.basic-skills-training.org

The BASKI-project developed a Basic Skills Training Model for people with disabilities and their carers. The project-partnership consisted of eight partners from six countries working together to improve the situation of adults with disabilities. The BASKI-project used good practice experiences from other Socrates-projects with similar contents. The results of these projects have been analysed, transferred and modified by project partners to different national settings. A new methodical didactic approach in the compilation of the curricula and the methodical and didactic materials by the inclusion of the target group (learner-centred) supported also by multimedia was developed and used within the BASKI-project. Through this the needs of the disabled people can be addressed directly. And disabled people have the possibility to decide how they want to achieve

⁷⁰ The lack of funding in overall adult education constitutes a widely reported issue as e.g. stressed in the Communication from the Commission on adult learning: 'It is never too late to learn'.

⁷¹ EUCIS-LLL, 'Access to Lifelong Learning for disabled people', Brussels July 2008.

self-determination. By the inclusion of the target group in the making up of the curricula and the methodical didactic materials and of the results of pilot runs a high effectiveness and long-term sustainability is to be achieved. The project partners integrated parts of the BASKI Model in their activities with disabled people. An educational programme “Train the Trainer” and “European Mentor” by using BASKI Model is planned in order to improve the competencies of trainers and mentors.

Opening doors: developing learning disabled people's participation in Arts across Europe

Cultureel Centrum Leopoldsburg - M. Wim Oris, BE

<http://grundtvigopeningdoors.blogspot.com/>

A European partnership between UK, Malta and Belgium that created opportunities for disabled people to participate in cultural and creative activities, offering a positive image of learning disability and raising the profile of the contribution they can make to their communities

Auch wir sind Europa

Landschaftsverband Rheinland / HPH-NETZ Mittelrhein Ost - Ms Susanne Siebert, DE

www.auch-wir-sind-europa.eu

„Also WE are Europe“ is a project for people with a mental disability. The participating countries are the Netherlands, Poland, Austria and Germany. The ambition of self-determination makes political knowledge more necessary for people with a mental handicap. During this project the participants get to know how people with mental disability live in the other countries. They talk about their political systems, their culture and the country itself. They discuss about their rights and possibilities to live a self-determinate life. During the reciprocal visits they collect questions and demands. They work together on a petition to the European Union about the rights of people with mental disability in Europe. Doing this, the participants get to know that they are also important citizens of the European community.

Empowerment and disability: Informal learning through self advocacy and life history

Centre for disability studies - Social sciences - Faculty of social and human sciences of the University of Iceland – Dr Gudrun V. Stefansdottir, IS

www.open.ac.uk/hsc/grundtvig/index.htm

This Grundtvig Learning Partnership project involved the British Open University with partners at three European Universities: the University of Gent (B), the University of Iceland and Trinity College Dublin (IE). The project promoted exchange, based on their positive life histories, between people with learning difficulties who are experienced self-advocates and university researchers who have worked with them. Its purpose was emancipatory. It aimed to develop learning content and curriculum for experiential learners like the self-advocates themselves. It also searched for ways of recognising the mainly informal educational and related achievements of people with learning difficulties. It challenged and helped to change stereotypes and to include people. This meant developing self-advocates and finding a place for people with learning difficulties in further and higher education in Europe, including opportunities to teach and take up learning experiences that can be accredited.

LIM - Learning in Motion

Study promotion association in Uppsala - M. Lars Häger, SE

www.limproject.org

The overall objective of this project was to increase the possibilities for the target group to have access to out of door learning of a high educational quality. Additionally to let teachers, staff and relatives (secondary target group) working with the target group gain access to the tools and methods so that they could more easily include outdoor education in their everyday work. The long

term goal was to form a network of expertise in this area and to further develop new working methods, exchange of ideas and knowledge.

Act well: Art and creativity

CUDV Dolfke Boštjančič Draga - Ms Marija Turman Lemajič, SI

www.center-db.si

The four partner countries including Slovenia, Slovakia, Germany and Hungary have joined to promote the voice of people with disability via art, using different media as painting, sculpting, dance, theatre, photography, film and through the exchange of learners and teachers. Over two years, more than 55 learners with special educational needs and 23 teachers were involved in several art and drama workshops and participated at the final art exhibition and performance at National Museum in Budapest, Hungary. Participants with learning disabilities or other educational disadvantages had a chance to create and exchange arts, to communicate at project meetings and to make new friends in foreign countries. All that improved their communication skills as well as their motivation to learn and positively affected their self – confidence.

FOR FURTHER READING

Official statements

EU Disability Action plan (2003-2010) <http://ec.europa.eu/social/main.jsp?catId=430&langId=en>
and <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0738:FIN:EN:PDF>

UN convention on Human Rights of Persons with Disabilities
<http://www.un.org/disabilities/convention/conventionfull.shtml>

Council of Europe Disability Action Plan (2006-2015)
[https://wcd.coe.int/ViewDoc.jsp?Ref=Rec\(2006\)5&Sector=secCM&Language=lanEnglish&Ver=original&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75](https://wcd.coe.int/ViewDoc.jsp?Ref=Rec(2006)5&Sector=secCM&Language=lanEnglish&Ver=original&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75)

International awareness events

European day of people with disabilities
<http://ec.europa.eu/social/main.jsp?catId=88&eventsId=104&langId=en>

International day of people with disabilities <http://www.idpwd.com.au/>

Transnational organisations supporting disabled people

European Disability Forum http://www.edf-feph.org/Page_Generale.asp?DocID=8859&langue=EN&namePage=home

ANED, Academic Network of European Disability experts <http://www.disability-europe.net/en/themes/Employment/employment-5-actionplanEN.jsp?jsEnabled=1>

EASPD – European Association of Service providers for Persons with Disabilities
<http://www.easpd.eu>

Other

e-Include the Journal of inclusion in Europe http://www.inclusion-europe.org/einclude/index.php?option=com_frontpage&Itemid=1

European Comparative Data on the Situation of disabled people: an annotated review, ANED-University of Leeds, 2009 <http://www.disability->

[europe.net/content/pdf/ANED%20report%20European%20Comparative%20Data%20on%20the%20Situation%20of%20Disabled%20People%20\(corrected\).pdf](http://europe.net/content/pdf/ANED%20report%20European%20Comparative%20Data%20on%20the%20Situation%20of%20Disabled%20People%20(corrected).pdf)

8. ACTIVE CITIZENSHIP

Chaired by Judit Safrany, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Marie-Pierre Degive, Education, Audiovisual and Culture Executive Agency (EACEA), Unit Leonardo da Vinci, Grundtvig and Dissemination

Key speech **Active citizenship – Active European citizenship**

Jennifer Wannan

Unit Citizenship, Directorate General Education and Culture, European Commission

Jennifer Wannan is Deputy Head of Unit for Citizenship Policy. She joined the Commission in 1992 and was a policy officer with DG Employment and Social Affairs for ten years, then the European Centre for Vocational Education and Training (CEDEFOP) for four years before moving to DG Education and Culture in 2006. She has worked mainly on policy development and programme implementation in the fields of vocational education and training, lifelong learning, guidance, social inclusion and citizenship. Prior to joining the Commission she worked for the Scottish Council of Voluntary Organisations' European Unit and on various local authority employment and training initiatives.

Projects

European Puzzle: From local and national towards European Citizenship - University College Dublin Adult Education Centre – Ms Ronda Wynne, IE

DARE - Democracy and human rights education in Europe - Arbeitskreis deutscher Bildungsstätten - M. Georg Pirker, DE

The importance of active citizenship for young adults in education and training - Soros international house - Ms Daiva Malinauskiene, LT

Culture and language to promote active citizenship - Smashing times theatre company - Ms Freda Manweiler, IE

Raccontare l'Europa - UPTER - Università Popolare - M. Andrea Ciantar, IT

SOCCKER - Social and citizenship competence recognition - Doncaster College - Ms Barbara Brodigan, NL

KEY DATA ABOUT ACTIVE CITIZENSHIP

- Research shows⁷² that **adult learning and education** plays a major role in the promotion of active citizenship and the maintenance of democratic institutions;
- **Adults with the lowest levels of initial education, unemployed people, older people, people in rural areas, and the disabled** are the least likely to participate in adult learning. Low participation rates in adult learning leads to their marginalisation and excludes them from the wider social and economic benefits. It also hinders them from becoming active citizens;
- **Only 24% of the adult population** in Europe aged between 25-64 years old have high educational attainment (i.e. tertiary level), which is far behind the US and Japan (40% of adult population)⁷³;
- **Around an additional 4 million adults** would need to participate in lifelong learning in order to achieve the participation rate of the benchmark agreed by Member States. Compared with the benchmark goal of 15% participation in adult learning by 2020, the average rate was 9.5% in 2008⁷⁴;
- **37% of people aged 16-74** have no basic computer skills, and the proportion increases with age (65% of people aged 55-74)⁷⁵. This new form of illiteracy related to access to and use of ICT, deprives individuals from essential information and communication tools, thus jeopardising their participation to the democratic life and their involvement as active citizens;
- **Raising the overall level of skills of the adult population** by offering more and better learning opportunities throughout adult life can help make adults more efficient workers but also better informed and therefore more active citizens⁷⁶;
- **Non-formal learning environments for acquiring active citizenship skills** include civil society, families, media, NGOs, enterprises and local authorities⁷⁷.

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

The concept of **European citizenship** which is enshrined in the Maastricht Treaty⁷⁸ and subsequent EU Treaties has prefigured this of **active citizenship** which can be understood as the

⁷² *The state and development of adult learning and education in Europe, North America and Israel, Regional synthesis report*, Helen Keogh, UNESCO Institute for Lifelong Learning, 2009.

⁷³ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Key competences for a changing world, Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*, Brussels, 25.11.2009, COM(2009)640 final

⁷⁴ Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme, Accompanying Staff Working Document: [Progress towards the Lisbon objectives in education and training - Indicators and benchmarks 2009](http://ec.europa.eu/education/lifelong-learning-policy/doc/report09/chapter1_en.pdf) http://ec.europa.eu/education/lifelong-learning-policy/doc/report09/chapter1_en.pdf

⁷⁵ *Statistics in focus, How skilled are Europeans in using computers and the Internet?*, Eurostat, issue 17/2006, http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-NP-06-017/EN/KS-NP-06-017-EN.PDF

⁷⁶ Communication from the Commission, *Adult learning: It is never too late to learn*, Brussels, 23.10.2006 COM(2006) 614 final

⁷⁷ *Adult education trends and issues in Europe*, EAEA, Restricted tender NO. EAC/43/05, http://ec.europa.eu/education/pdf/doc268_en.pdf

⁷⁸ Treaty establishing the European Community, Articles 17- 22 and 255 http://europa.eu/legislation_summaries/institutional_affairs/treaties/treaties_eec_en.htm

*'participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy'*⁷⁹.

Resulting from the principle of **non-discrimination** and the specific aim to strengthen the protection of the rights and interests of the nationals of EU Member States, the concept of European citizenship, as defined in the Maastricht Treaty, confers on every European citizen a sets of specific rights. These notably include the rights **to move and reside freely within the EU** and to **vote for and stand as a candidate** at municipal and European Parliament elections in whichever Member State an EU citizen resides. The Treaty also enhanced diplomatic and consular protection by giving the right to EU citizens to ask for the help of any Member State represented in a third Country if his/her own Member State is not represented there.

Emphasis put on these basic principles increased over the years throughout subsequent EU Treaties. The 1999 Treaty of Amsterdam⁸⁰ particularly extended citizens rights and obligations by introducing a clause allowing EU institutions to take measures against **discrimination** on the grounds of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation to the Treaty. Whilst reinforcing the free movement of people, the Treaty also affirmed the commitment of each Member State to raise the quality and free access to **education** at national level to the highest level of knowledge possible with, in particular, the view to tackling unemployment.

Significantly, the reference to a more **active and participatory citizenship** in the life of the Community was found for the first time in the 1997 Treaty of Amsterdam. This emphasised the complementarity of Union citizenship and Member State citizenship and embedded the concept of active citizenship within an integrated approach to **lifelong learning**. Action in the field of education, training and youth were considered as priority means for the promotion of active participation in Europe's rich diversity of cultures, economies, polities and societies.

Whilst the concept of active citizenship has progressively risen in prominence both within EU Treaties (e.g. the Lisbon Treaty⁸¹ introduces a new form of public participation, the "European citizens' initiative"⁸² and new democratic principles such as the petition right⁸³) and as part of the European agenda, evidence shows that the concept has however remained understood in rather static and institutionally dominated terms for many years. Being a citizen was primarily a question of the legalities of entitlements and their political expression in democratic politics⁸⁴.

The policy developments undertaken at the EU level from the early 2000's have in practice constituted the main drivers supporting the concept. Among them, the Lisbon Strategy⁸⁵ which defined the strategic goal for Europe to become the most competitive and dynamic knowledge-based society in the world by 2010 has been the most determining policy instrument so far.

Within the momentum gathered at Lisbon, heads of EU States and Governments recognised that European societies are increasingly facing a set of urgent issues, which need to be addressed today:

⁷⁹ Progress Report towards the Lisbon objectives in education and training - Indicators and benchmarks 2008 quoting B. Hoskins http://ec.europa.eu/education/lifelong-learning-policy/doc/report08/report_en.pdf

⁸⁰ <http://www.eurotreaties.com/amsterdamtreaty.pdf>

⁸¹ From 11 November 2009 to 31 January 2010 the European Commission has launched a public consultation aimed at collecting information and get input from citizens on how to make this work. http://europa.eu/lisbon_treaty/full_text/index_en.htm

⁸² <http://www.citizens-initiative.eu>

⁸³ According to the article 11, If a petition gathers more than a million signatures from significant number of member States, the Commission is requested to propose an EU legislation. These new principles should be implemented as soon as possible.

⁸⁴ 'Learning for active citizenship', http://ec.europa.eu/education/archive/citizen/citiz_en.html

⁸⁵ http://europa.eu/scadplus/glossary/lisbon_strategy_en.htm

- The importance of having a **qualified and competitive labour force**, which is able to innovate, think critically and take on the challenges and opportunities associated to globalisation and the knowledge society;
- The **ageing population** challenge: under the current demographic trends and over the next 30 years, the number of younger Europeans (up to 24 years) will fall by 15%, whilst one in three Europeans will be over 60 years and about one in ten will be over 80⁸⁶. Alongside forthcoming labour shortages crisis, this trend implies the need to support actions, attitudes and values to foster a stronger commitment among generations. Developing recognition of and respect for oneself and others with a view to achieving greater mutual understanding, learning to behave responsibly towards others and strengthening a spirit of solidarity are among active citizenship-related competences and values.
- **The need to ensure an efficient and equitable lifelong learning system** in order to respond to the challenges mentioned above and notably this of fostering social cohesion. The aim of such a system is to equip all adults (including the most at risk of social exclusion – e.g. low-skilled, unemployed, disabled, migrants, older, etc.-) with the necessary competences and tools to enable them to be successfully part of today's society. This means that all EU citizens should be offered the possibility to develop competences suited to labour market's needs but also transversal ones enabling them to actively participate in social and political life. In so doing, lifelong learning could enhance their chances of social integration.

In the meantime, the concept of active citizenship has also become higher on the political agenda resulting from recent EU enlargement processes. A larger European Union has made increasingly important to provide young and older people with an idea of what is meant by responsible citizenship within a democratically based society. The need to provide them with the essentials of a positive civic attitude has thus emerged as crucial.

With a view to responding to these challenges, EU Member States and the Commission have significantly increased their cooperation. In the field of education and training this has been significantly done through the '**Education and Training 2010**' work programme launched in 2001 and its follow-up, the **Strategic Framework for European cooperation in education and training** ('ET 2020') adopted in May 2009.

The new **Strategic Framework** ('ET 2020') identifies four long term strategic objectives⁸⁷, the promotion of equity, social cohesion and active citizenship being one of them. It notably emphasises that *"Education and training policy should enable all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue"*.

Further to the Education and Training 2010' work programme, the document reiterates the importance to support the most disadvantaged citizens from early childhood to adulthood with appropriate educational provision tools and methods including personalised learning, second-chance education, etc.

More significantly, the development of **intercultural competences** through education and training to support the acquisition of *'democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds'* is among its key priority actions.

⁸⁶ Communication from the Commission, *Adult learning: It is never too late to learn*, Brussels, 23.10.2006 COM(2006) 614 final.

⁸⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

The value of the 'ET 2020' Strategic Framework has been recently recognised in the '**Key competences for a changing world**'⁸⁸ Commission Communication adopted in November 2009. The latter notably highlights that the ET 2020 Strategic Framework can significantly help adults acquire the skills that are relevant to the labour market and also for enhancing their social inclusion and active citizenship.

Complementary with the priorities set out above, concrete actions have been undertaken at EU level since the early 2000's, mostly as part of the **2004-2006 Community Action Programme to promote Active European citizenship** and of the **2007-2013 Europe for Citizens Programme**⁸⁹ to further active citizenship and the **Grundtvig programme**⁹⁰ (launched in 2000 and now part of the overarching Lifelong Learning Programme 2007-2013). Whilst Grundtvig has supported and still does learning partnerships and transnational projects in this field with the aim to provide adults with ways to improve their knowledge and skills (a sample of recent relevant projects is provided in section 3), the Europe for Citizens Programme aims to ensure that citizens are actively involved in the process of European integration, it proposes to create the conditions for bringing the people of Europe together and to increase the sense of a European identity. The European Commission also agreed on more research to develop **key indicators for social cohesion and active citizenship**⁹¹ in Europe. As a result, the Centre for Research on Lifelong Learning (CRELL, JRC-EC) began an exploratory research project in order to support the development of indicators on Active Citizenship from September 2005. The research was supported by a European wide network, 'Active Citizenship for Democracy' comprised of researchers from the fields of education, political science and sociology. The first major output from this research project was the development of a measurement of Active Citizenship in Europe: the Active Citizenship Composite Indicator (ACCI).

The most recent developments promoting **adult active citizenship** in education and training are embedded in two main tools, namely the 2007-2013 **Lifelong Learning Programme** (and Grundtvig as its sub-programme targeting adult learning) and the **European Key Competences framework**⁹².

The European Framework for Key Competences for Lifelong Learning has defined eight key competences which should be acquired by learners. The eight key competences identified by the European Key Competences framework⁹³ are paramount for achieving personal fulfilment, active citizenship, social inclusion and employability in a knowledge society. 'Social and civic competence' is one of the key competences promoted by the European Key Competence Framework. It relates to the '*personal, interpersonal and intercultural knowledge, skills and attitudes that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies*'⁹⁴.

The inclusion of 'Social and civic competence' in curricula can help adult learners better understand and make use of fundamental civic and social concepts and thus ultimately contribute towards social cohesion.

Finally, although the importance of active citizenship is widely recognised, little has been done to **enforce and extend** it into the practice of lifelong and adult learning⁹⁵. Forms of adult learning

⁸⁸ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Key competences for a changing world, Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*, Brussels, 25.11.2009, COM(2009)640 final.

⁸⁹ http://europa.eu/legislation_summaries/justice_freedom_security/citizenship_of_the_union/l29015_en.htm

⁹⁰ http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm

⁹¹ http://ec.europa.eu/education/pdf/doc280_en.pdf

⁹² http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

⁹³ These are: 1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.

⁹⁴ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).

⁹⁵ *Adult education trends and issues in Europe*, EAEA, Restricted tender No. EAC/43/05

related to active citizenship are rarely defined as explicit priorities in education policies and often remains as a generic objective.

As a whole, Workshop 8 – 'Active Citizenship' is expected to stimulate an exchange of ideas and experience among the participants on the basis of the issues set out above. It will firstly focus on issues related to active citizenship and European citizenship, drawing on adult education and active citizenship. Secondly, the workshop will be an opportunity to explore practices developed within Grundtvig projects on issues such as:

- Instruments that improve active citizenship of provisions in the adult learning sector
- Provision of curricula and educational materials for adult education staff and learners
- Participative methodologies that enhance active citizenship
- Mechanisms for valuing active citizenship in the adult education field.

MAIN OUTCOMES AND INTERESTING PRACTICES

European Puzzle: From local and national towards European Citizenship

University College Dublin Adult Education Centre – Ms Ronda Wynne, IE

www.ucd.ie/adulted/european_projects/european_puzzle.htm

This Grundtvig Learning partnership drew on the experiences of a range of adult education practitioners in a variety of education settings, both formal and non-formal, to consider what it means to be a European citizen and to discuss educating for active citizenship. Tutors and representatives from each organisation attended two workshops to showcase active citizenship education practices and to debate matters of identity, participation, integration and remembrance. Introductory Guidelines on European Active Citizenship for Adult Educators, were developed; they provide both a theoretical and practical overview of European Active Citizenship. The theory section highlights the contemporary debates on citizenship and active citizenship, and outlines the evolution of European Citizenship and the particular challenges this supra-national form of citizenship represents. The practice section provides sample class plans for adult educators who wish to discuss citizenship matters with their students. These session plans are based on participative methodologies and can be adapted to suit different audiences. There are also suggestions for facilitating discussions on the four themes, which emerged as key concerns in our work, identity, participation, integration and remembrance. The guidelines conclude with a number of case studies showcasing the work of participants on this project.

DARE - Democracy and human rights education in Europe

Arbeitskreis deutscher Bildungsstätten - M. Georg Pirker, DE

www.dare-network.eu

This network currently consists of 49 members from 28 countries in Europe; it is a Europe-wide network of NGOs and other organisations devoted to raise the profile of Education for Democratic Citizenship (EDC) and Human Rights Education (HRE), promote transcultural and transnational cooperation, and enhance the quality of education within these fields. DARE aims at achieving recognition, visibility and adequate resources for EDC and HRE as a core obligation for the formal and non-formal education systems throughout Europe

The importance of active citizenship for young adults in education and training

Soros International House - Ms Daiva Malinauskiene, LT

<http://www.sih.lt/en/accyed>

The principal aim of this project is:

- to investigate how young adults learn to become active citizens;
- to identify the role of education and training in this, and the potential role of lifelong learning, especially its less formal modes (informal and non-formal learning)

The main objective is to do a comparative analysis for identifying the impact of non-formal and informal education and training on the development of active citizenship amongst young adults. The learning partnership has focussed, in relation to active citizenship, on the following issues:

- concepts in different countries (links between informal/non-formal learning and different concepts in respect to skills that build active citizenship);
- lifelong learning objectives (links between learning for active citizenship, prevention of failure and school drop-out, social cohesion, and employability);
- demand (motivation and benefits of learning skills for active citizenship, ways of advocating for active citizenship skills); etc.

The knowledge, skills and understanding residing from this learning partnership identifies aspects of citizenship in which the young adults can make progress: how to become informed citizens: how to develop skills of inquiry and communication: how to develop skills of participation and responsible action.

Culture and language to promote active citizenship

Smashing times theatre company - Ms Freda Manweiler, IE

This Learning Partnership includes 6 adult education organisations from Ireland, Finland, Spain, Greece, Norway and Poland. Their project involved exploring how to use drama and theatre to promote language learning and active citizenship, introducing new arts-based methods of learning into their teaching practice and evaluating the effects and benefits of the work taking place. The final product of this project was a booklet, which outlines case studies on the use of these and other drama and theatre methods to promote language learning, culture and active citizenship and the recommendations from their experience.

Raccontare l'Europa (Telling Europe)

UPTER - Università Popolare - M. Andrea Ciantar, IT

www.europestories.org

Telling one's story is a great opportunity for the active participation of citizens in the creation of knowledge, an opportunity for the subject to "take the floor", which is essential to active citizenship and without which no citizenship is possible. Personal stories, written, read, studied and shared thus give concreteness to what is at the basis of democracy: the valorisation of the individual, and the necessary attention to diversity. Given the importance of working together among institutions concerned with cultivating memory, it seemed important – as the first topic of the research project "Telling Stories of Europe" – to highlight those experiences and personal events which give form and substance to our "feeling European". And this in all the possible meanings which the idea of Europe takes on for people: political and economic (The Europe of the Union) cultural, artistic, geographic, etc. One of the questions we worked on helps us better understand this specific objective: *"What events in our lives have contributed to creating a sense of Europe in us? And what does this sense of Europe consist in?"*. We are discovering in this process a fascinating "invisible Europe", which corresponds to the experiences which gave rise to the sense of Europe: trips, friendships, job-seeking, love stories..., experiences which are absolutely personal and which rise up out of the participation in the great historical and political events which have swept Europe.

SOCCKER - Social and citizenship competence recognition

Doncaster College - Ms Barbara Brodigan, NL

www.citizenshipin.eu

This project has the following aims:

- build up a database of best practice in citizenship education with youngsters and adults with a low education and a low qualification level;
- train educators in active learning methods (curricula, modules, games, edutainment...);
- look for innovative ways of evidencing (e-portfolio) and measuring progress methods;
- develop strategies for accrediting (= formal recognition of citizenship education);
- set up a "mobile team" of trainers, to train pedagogical teams on the spot in the divers countries.

FOR FURTHER READING

EU official statements

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Key competences for a changing world, Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*, Brussels, 25.11.2009, COM(2009)640 final

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning, 2006/962/EC, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Action Plan on Adult learning *It is always a good time to learn*, http://ec.europa.eu/education/policies/adult/com558_en.pdf

Communication from the Commission, *Adult learning: It is never too late to learn*, Brussels, 23.10.2006 COM(2006) 614 final, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:en:PDF>

Charter of fundamental rights of the EU http://www.europarl.europa.eu/charter/pdf/text_en.pdf

International statistics

Statistics in focus, How skilled are Europeans in using computers and the Internet?, Eurostat, issue 17/2006, http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-NP-06-017/EN/KS-NP-06-017-EN.PDF

Progress towards the Lisbon objectives in Education and Training – Indicators and benchmarks 2008, European Commission http://ec.europa.eu/education/lifelong-learning-policy/doc/report08/report_en.pdf

Measuring active citizenship in Europe, Institute for the Protection and Security of the citizen CRELL research paper, 2006 <http://crell.jrc.ec.europa.eu/ActiveCitizenship/AC-Final%20Report-December%202006/measuring%20AC.pdf>

Indicators for monitoring active citizenship and citizenship education, Regionalplan Beleidsonderzoek (NL) on behalf of the European Commission 2005
http://ec.europa.eu/education/pdf/doc280_en.pdf

EAEA, *Adult education trends and issues in Europe*, Restricted tender NO. EAC/43/05,
http://ec.europa.eu/education/pdf/doc268_en.pdf

Advisory Group on Citizenship, 1998 http://ec.europa.eu/education/pdf/doc280_en.pdf

Other key documents

Study on Active Citizenship Education DG Education and Culture, GHK European Commission, 2007, http://ec.europa.eu/education/pdf/doc248_en.pdf

Eurydice 'Citizenship Education at school in Europe' 2005
<http://www.moec.gov.cy/programs/eurydice/publication.pdf>

Transnational organisations

Active Citizenship Network <http://www.activecitizenship.net/>

Awareness events/programmes

Europe for Citizens programme (2007-2013), http://ec.europa.eu/citizenship/programme-actions/doc18_en.htm and http://www.2007-2013.eu/by_scope_europe_for_citizens.php

Council of Europe, '2005 European Year of Citizenship through Education'

The aim was to launch throughout Europe a campaign to popularise and put into practice the education for democratic citizenship policies and programmes developed within the Council of Europe, <http://www.coe.int/T/E/Com/Files/Themes/ECD/>

'Active citizenship in Europe', European conference held on 29-30 September 2009

Active citizenship in Europe European conference for non-formal adult education institutions, other civil society organisations and decision-makers was held in Gothenburg. The conference emphasised the fact that non-formal adult education and informal learning promote active citizenship in Europe. http://www.eaea.org/doc/pub/appeal_webbversion_EAEA.pdf

Research papers

Does formal education have an impact on active citizenship behaviour? B. Hoskins, B. d'Hombres and J. Campbell, European Commission CRELL-JRC 2008 <http://active-citizenship.jrc.it/Documents/active%20citizenship/impact%20final%20final%20BH%20BD%20JC%20EU%20reportsyslog.pdf>

Active citizenship for democracy, Report of the fourth meeting of the research network, CRELL 2007

[http://active-citizenship.jrc.it/Documents/Act%20Cit%20network%20meeting%20report/report%20version%206%20July%2007%20stras_dvn%20_2_km%20edit%20\(No%20pax\).pdf](http://active-citizenship.jrc.it/Documents/Act%20Cit%20network%20meeting%20report/report%20version%206%20July%2007%20stras_dvn%20_2_km%20edit%20(No%20pax).pdf)

Keogh, Helen, *The state and development of adult learning and education in Europe, North America and Israel*, Regional synthesis report, UNESCO Institute for Lifelong Learning, <http://unesdoc.unesco.org/images/0018/001829/182946e.pdf>

9. ART, MUSIC AND CULTURE

Chaired by Ann vanden Bulcke, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Angela Vegliante, Education, Audiovisual and Culture Executive Agency (EACEA), Unit Leonardo da Vinci, Grundtvig and Dissemination

Key speech Learning through art and culture

Anne van Otterloo

Annalin, culture and innovation

Anne van Otterloo is a pioneer and developer and has worked as a professional administrator in the cultural sector in the Netherland from 1978 onwards. In her work for several organisations her main focus was on arts for children and young people in the early years and skills of artists and their transferability to other sectors (adult education, health, justice, business) in the later years. She is good at building bridges between the world of the artist and the structures offered to artists to support their work. She has initiated and managed European and international cooperation projects since 1993. Next to being a professional administrator Anne van Otterloo is a professional dramaturge with a quality for coaching artists in their artistic encounters as well as coaching partners in (international) projects to reach their results and make the outcome of their cooperation sustainable.

Projects **LiteraTour in Library 2.0** - Het Perspectief - Ms Carine De Volder, BE

LLML - Lifelong Museum Learning - IBACN - Istituto per i beni artistici culturali e naturali della regione Emilia-Romagna - Ms Cristina da Milano, IT

Adults Music Education for a Musical Life - Amici della Musica de Udine - Ms Luisa Sello, IT

TAPE - Transgenerational arts / cultural platform in education - Vilnius Design Teaching Centre - M Arvydas Bagociunas, LT

Readcom - Reading Clubs for Adult Learning Communities - Public Library in Ursus district of the capital of Warsaw - Ms Malgorzata Kolodziejczyk, PL

Forum theatre – a method for adult civic education - Romanian Association for Community Development – Ms Ina Rizoica, RO

KEY DATA ABOUT ARTS IN EDUCATION

- All Member States⁹⁶ face the challenge of how to deal with **increasing social and cultural diversity**. By fostering a sense of awareness, tolerance and respect, arts education can help respond to this challenge;
- In a majority of countries, arts education as part of school education generally include **music, drawing, painting and craft**⁹⁷, with the new media often being included in the curriculum of developed economies (e.g. film, media studies, digital art);
- The **national cultural heritage** constitutes an important component of the art curriculum and arts education in Europe;
- **Both the length of time spent in education and age** have a considerable influence on individuals' involvement and active participation in cultural activities⁹⁸ in the EU27. Overall, cultural involvement and participation are highest amongst the youngest, educated and urbanised individuals;
- With regard to **involvement in cultural activities** and amongst individuals who ended education at the age of 20 years or more, 59% of them have reported visiting museums or galleries and 53% reported being to a concert at least once in the last 12 months. Amongst individuals who ended education at the age of 15, figures sharply drop to 20% and approximately 18% respectively⁹⁹;
- Individuals who ended education at the age of 15 years are overall **less likely to participate in amateur artistic activities**, as shown by recent Eurostat research¹⁰⁰;
- **Participation rates to cultural activities tend to decrease with age** in the EU27. While 82% of the 15-24 year olds reported going to the cinema, only 24% of individuals aged 55 years old and over reported doing so¹⁰¹;
- Research shows¹⁰² that arts education can effectively contribute to **positive self-perception and identity** and can support the pursuit of lifelong learning;
- However, very few EU Member States report using the processes of the arts as a vehicle to promote personal and social development or intercultural understanding¹⁰³;
- Arts education remains **a neglected area of research**¹⁰⁴. There is even less research with regard to arts education within the adult learning and education system;

⁹⁶ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

⁹⁷ *The WOW factor Global Research compendium on the impact of the arts on education*, Anne Bamford

⁹⁸ *European Cultural Values*, Special Eurobarometer no. 278, September 2007, European Commission

⁹⁹ *Cultural statistics*, Eurostat pocketbooks, 2007 Edition, Eurostat, European Commission

¹⁰⁰ *Cultural statistics*, Eurostat pocketbooks, 2007 Edition, Eurostat, European Commission

¹⁰¹ *European Cultural Values*, Special Eurobarometer no. 278, September 2007, European Commission

¹⁰² *The WOW factor Global Research compendium on the impact of the arts on education*, Anne Bamford, <http://books.google.com/books?id=ZEaxmwG9n4EC&pg=PA12&dq=he+WOW+factor+Global+Research+compendium+on+the+impact+of+the+arts+on+education+Anne+Bamford&cd=1#v=onepage&q=&f=false>

¹⁰³ Only Luxembourg, Malta and Slovakia reported doing so. Source: *Cross-Country analysis for the Commission staff working document to accompany the Commission Communication proposing the 2010 Joint Report on progress under the Education and Training 2010 work programme*, European Commission (draft version consulted)

¹⁰⁴ *The WOW factor Global Research compendium on the impact of the arts on education*, Anne Bamford

- Increased attention has been paid to the potential of arts education and arts education programmes to improve the learning outcomes of **vulnerable and disadvantaged groups**. This is notably the case with arts education being used for adults in literacy education, prison inmates (e.g. drama workshops) or for therapeutic purposes where music is often used. However, evidence-based and comparative research analysing the exact educational processes or outcomes are still sparse¹⁰⁵.

OVERVIEW OF THE ISSUE ON THE EUROPEAN AGENDA

Standing at the core of several programmes and measures adopted at EU level, arts and culture are widely perceived as means for fostering citizenship values and an inclusive society.

More specifically, **arts education** and **cultural awareness** have been recognised at EU level as key drivers for **forging and reinforcing citizenship values** amongst European citizens. As recalled by the 2006 Decision of the European Parliament and the Council establishing the 'Europe for Citizens' programme¹⁰⁶ (2007-2013), common cultural values constitute key elements underpinning individuals' social identity and sense of membership of a society. Accordingly, the programme aims at '*developing a sense of European identity, based on common values, history and culture*'. **Common cultural values** help reinforce the principles of freedom, democracy and respect for human rights, cultural diversity, tolerance and solidarity, which are at the core of what defines European societies. The programme explicitly provides support to civil society organisations active in the field of education to implement the actions promoting **cultural values** and intercultural dialogue.

Increased access to arts and culture can also contribute to making European **societies more inclusive**, by better integrating all citizens. The Council Conclusions of May 2008¹⁰⁷ calls for the '*promotion of everyone's active participation in cultural life and access to culture and heritage in all their diversity, with particular attention to people who have fewer opportunities for access*'. As a result, education and training systems have a significant role to play in reducing barriers to access to cultural opportunities arising from different kinds of disadvantage.

The **Culture programme**¹⁰⁸ adopted by the EU in 2007 and covering the period 2007-2013, emphasises that improved access to culture can significantly **participate to the fight against social exclusion**, by promoting tolerance and intercultural dialogue. Ensuring improved access to culture to the most disadvantaged and vulnerable groups, is therefore paramount.

The link between culture and education is made in the Council Resolution establishing the European Agenda for Culture¹⁰⁹. The Resolution clearly calls for a '*better use of synergies between culture and education, in particular by encouraging art education and active participation in cultural activities*' and defines the synergies with the education field as a priority area for the period 2008-2010.

Arts education on the EU agenda for adult learning and education

It comes as no surprise if increased emphasis has been put on arts and cultural education in education policies and actions targeting adult learners. **Given the potential social and economic**

¹⁰⁵ *The WOW factor Global Research compendium on the impact of the arts on education*, Anne Bamford

¹⁰⁶ Decision No 1904/2006/EC of the European Parliament and of the Council of 12 December 2006 establishing for the period 2007 to 2013 the programme 'Europe for Citizens' to promote active European citizenship, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0032:0040:EN:PDF>

¹⁰⁷ Council conclusions of 22 May 2008 on Intercultural Competences, (2008/C 141/09)

¹⁰⁸ http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm

¹⁰⁹ Resolution of the Council of 16 November 2007 on a European Agenda for Culture (2007/C 287/01), <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:287:0001:0004:EN:PDF>

benefits of arts and cultural education, Member States have agreed on the need to better promote these forms of learning amongst adult learners.

As emphasised by the Council¹¹⁰ and within the field of adult learning and education, the promotion of cultural diversity and intercultural dialogue as a means to foster open and inclusive societies can be achieved through:

- the promotion of everyone's active participation in cultural life and access to culture and heritage in all their diversity, with particular attention to people who have fewer opportunities for access, and;
- the supporting of cooperation between culture and both formal, informal and non-formal education and learning in the field of cultural awareness and artistic education.

In its 2007 Communication on a 'European agenda for culture in a globalizing world'¹¹¹, the Commission proposes a new EU agenda for culture, **aiming at intensifying cultural cooperation amongst Member States**. The new agenda puts forward three main objectives, cultural diversity and intercultural dialogue being one of them. As part of this objective, the Commission recommends that 'cultural awareness and expression' be included amongst the key competences for lifelong learning.

Moreover, with a view to stimulating creativity within the framework of the Lisbon Strategy for growth and jobs, the Commission Communication stresses the importance of **creativity in education** and the **need to incorporate this dimension in the lifelong learning framework** and measures.

Further to the Commission Communication of 2007 and within the lifelong learning framework, the European Framework for Key Competences for Lifelong Learning defines eight **key competences** which should be acquired by learners¹¹². These eight key competences¹¹³ are crucial for achieving personal fulfilment, active citizenship, social inclusion and employability in a knowledge society. **'Cultural awareness and expression' participates to the achievement of personal fulfilment and it constitutes one of the key competences of the European Key Competences Framework.**

As recalled by the European Parliament and the Council, education, and notably arts education, contributes to preserving and renewing the common cultural background in society. **'Cultural awareness and expression' is understood as the 'appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts'**¹¹⁴. Cultural awareness and expression stand as a basic element for fostering intercultural competences¹¹⁵, alongside communication in foreign languages and social and civic competences.

This competence is based on two key components:

¹¹⁰ Council conclusions of 22 May 2008 on Intercultural Competences, (2008/C 141/09)

¹¹¹ Communication from the Commission of 10 May 2007 to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a European agenda for culture in a globalizing world, COM(2007) 242 final, http://europa.eu/legislation_summaries/culture/l29019_en.htm

¹¹² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Key competences for a changing world, Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*

¹¹³ These are: 1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.

¹¹⁴ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

¹¹⁵ Council conclusions of 22 May 2008 on Intercultural Competences, (2008/C 141/09)

- **A body of knowledge** including cultural **knowledge** and awareness of local, national and European cultural heritage;
- **A set of abilities** to understand, appreciate and **express oneself**: this includes the **appreciation and enjoyment of arts**, as well as the capacity and willingness to **refine one's aesthetic judgment** through artistic self-expression and/or participation in cultural life.

Closely related to arts education is the notion of 'respect for diversity of cultural expression'. Although this notion is directly derived from wider democratic and citizenship values and attitudes (i.e. tolerance), **enhanced respect for cultural and artistic diversity amongst adults can be reinforced through arts education**. As recalled in the Council Conclusions of May 2008¹¹⁶, the **acquisition by citizens of key cultural competences are likely to 'foster an appreciation of cultural diversity as a core value'**. As a result, arts education has also the potential to indirectly promote understanding and tolerance in an increasingly diverse society.

Key challenges of arts education

A major challenge is that most policies, both at Member States' and EU level **do not** allocate enough political weight to the **learning and teaching aspect** of arts within **adult education** and very often arts are dealt with from a traditional "cultural policy" viewpoint. Otherwise said, with the notable exception of the European Key Competences Framework, the education component is often missing in EU and national policies targeting adult learners. Moreover, research suggests¹¹⁷ that even within the European Key Competences Framework, 'cultural awareness and expression' does not appear to be a significant strategic priority for Member States as a whole.

This translates into arts education **not benefiting from the practical support** it should have. Arts education still tends to be confined to formal education, whilst there is little effort put into arts education for adult learning systems. Moreover, even in the formal education system there exists a striking discrepancy between the discourse (i.e. the affirmed importance of arts education) and reality in schools. Research suggests¹¹⁸ that arts education standards frequently drop below acceptable levels of provision within the formal general education system.

The development of coherent and comprehensive adult education and training cannot be achieved without **strong coordination and enhanced links** between education policies and other policies, notably Member States' cultural and social policy¹¹⁹. Very often, cultural matters are dealt with by cultural policy solely and are not adequately integrated into adult learning policies.

It should be noted that arts learning for both adults and children generally takes place outside the education system as part of the general socialisation process¹²⁰ (e.g. through museums, galleries, theatres, and similar venues). As a result, **social partners, organisations and stakeholders** active in the cultural field **do not tend to perceive themselves as education providers**. However, their position is central and they should have more a greater role in shaping adult education and training systems with regard to the content, delivery method and outcomes of arts education.

¹¹⁶ Council conclusions of 22 May 2008 on Intercultural Competences, (2008/C 141/09)

¹¹⁷ *Cross-Country analysis for the Commission staff working document to accompany the Commission Communication proposing the 2010 Joint Report on progress under the Education and Training 2010 work programme*, European Commission (draft version consulted)

¹¹⁸ *The WOW factor Global Research compendium on the impact of the arts on education*, Anne Bamford

¹¹⁹ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

¹²⁰ *Adult Learning in and through the Arts*, Sandra Kerka, 2002,
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/44/f9.pdf

Last but not least, the issue of **what constitutes arts education** can be particularly problematic. In the context of European societies where increasing social and cultural diversity is at work, the very notion of 'dominant' or 'high' art (as opposed to 'popular culture') is challenged. What is art and who decides for it? And what is the purpose of arts education? Is it to introduce adults to the artistic canon of consecrated artistic works, to foster their art appreciation abilities, to develop their aesthetic judgment or to enable them to produce cultural knowledge¹²¹?

In the light of the challenges set out above and the examples of interesting practices undertaken as part of the Grundtvig programme (see the sample of projects offered within this fiche), the current workshop will be an opportunity to stimulate exchanges of ideas and experiences among the participants, it will be an opportunity to explore practices developed within Grundtvig projects on issues such as:

- the role libraries can play in adult education
- the role museums can play in adult education
- the role music can play in adult education
- the role of drama, photography, dance in inter-generational learning can play in adult education
- the role reading / movie clubs can play in adult education

Main outcomes and interesting practices

LiteraTour in Library 2.0

Het Perspectief - Ms Carine De Volder, BE

<http://literatour.ning.com>

In this Learning Partnership, project libraries cooperated with literature and language institutions. They established an intercultural dialogue via "literary language cafés" and physical and virtual discussion groups with adult learners and staff.

LLML - Lifelong Museum Learning

ECCOM – European Centre for Cultural Organization and Management - Ms Cristina Da Milano, IT

www.amitie.it/llml

The LLML project addressed museum educators/cultural mediators in charge of adult education in museums or wanting to develop programmes addressed to adults in and with museums. It aimed at designing, delivering and disseminating training and didactic material to support museum educators facing a new challenge in their work. LLML offered museum practitioners the opportunity to develop the skills to deal with underrepresented segments of the public in a European perspective while exchanging experiences with colleagues belonging to different countries and institutional frameworks. It also offered the general public, and in particular adults, a wider and more qualified access to the cultural heritage and to museums through educational offers tailored to their expectations and learning styles.

Adults Music Education for a Musical Life

Amici della Musica de Udine - Ms Luisa Sello, IT

¹²¹ *Adult Learning in and through the Arts*, Sandra Kerka, 2002

www.amicimusica.ud.it

The aim of this project was to make people enjoy the universal language of Music in its formal and informal structure and compare different cultural experiences. Beside the investigation into the repertoire of Spanish, Italian and Turkish music, the project integrated the possibility to communicate through the musical language and the emotions. The final result was a concert where different traditions, genres and cultures jointed into the unique 'voice' of the participants. The innovative method for learning music was the common denominator for educators and mediators. All partners developed a personal didactics on the model proposed, giving their own contribution in a European perspective. The project also offered the general public, and in particular adults, a wider and more qualified knowledge of classical music, with its heritage, styles and habits of performing.

TAPE - Transgenerational arts / cultural platform in education

Vilnius Design Teaching Centre - M Arvydas Bagociunas, LT

<http://www.tapeeurope.org/>

The main aim of the project is to create a platform for intergenerational learning and communication through artistic education and cultural activity. Project TAPE offers older and younger people in seven eligible countries (Estonia, Ireland, Italy, Lithuania, Poland, Turkey and Slovakia) a platform for dialogue and cultural communication through the Arts. Older participants with limited formal education and educated young-adult 'Helpers' participate in a programme involving *Media and Communications* training and experimental workshops in a variety of art-forms. This process enables trans-generational interface and dialogue between younger and older participants and help to 'refine' and 'share' their ideas. The intergenerational groups gradually together begin to create and design 'letters' and 'art-works', based mainly on the experience, life-learning and wisdom of the older participants, in a variety of forms. The individual stories of older citizens, their wisdom, their creative and critical voices provoke the responses of the younger generation (on a community Platform, through local media (Radio/TV broadcasts), publications and exhibitions, and on a wider European Platform, through the TAPE project website, project mobility and international exhibitions). The main objectives of the project were:

- To facilitate intergenerational learning through a structured program of artistic and cultural activities;
- To enhance the self-esteem, social confidence of all the participants by offering them formal and informal learning opportunities in communications and the arts;
- To help them celebrate their own experience and the diversity of others, of different generations and/or culture;
- To offer opportunities for better understanding between older and younger participants of the Project and to positively interact with the Project partners in other countries through artistic and cultural activities.
- To develop new methodologies for training intergenerational groups of learners.

To this end Project TAPE was structured in a way that would help to build confidence and trust from the start between the older and younger generations.

Readcom - Reading Clubs for Adult Learning Communities

Public Library in Ursus district of the Capital City of Warsaw - Ms Malgorzata Kolodziejczyk, PL

<http://en.readcom.info/>

The objective of the READCOM project was to make adults intellectually and socially active through discussing the books and movies, comparing the reflections and memoirs, preparing

intercultural quizzes, developing knowledge of different cultures and increasing intercultural awareness. The aims of the project were:

- searching and organizing the groups of adults being interested in life long learning, intellectual and social development through READCOM;
 - developing training courses for trainers, educators, librarians, teachers and Readcom clubs mentors
 - organising European meetings to exchange experience, compare reflections on books, movies and other cultural events
 - creating and publishing the intercultural methods of making adults intellectually and socially active
1. Creative meetings with books - M. Kolodziejczyk / Poland
 2. Intercultural education - dr Margarida Morgado / Portugal
 3. Reading strategies - Margarida Coelho / Portugal
 4. Literary writing - Marlen Schachinger / Austria
 5. Editing and publishing - Piotr Jankowski / Poland
 6. Transcending Boundaries and Bridging Gaps – Annemie Leysen and the Crossover Reading Circle of Leuven / Belgium
 7. Module on Multicultural Education through Books and Films for Adults - dr Ahmet Yildiz, Burcu Gündüz / Turkey
 8. Analysing the texts and the films – Mustafa Tugrul Firat / Turkey
 9. Intercultural quizzes – M. Kolodziejczyk & P. Jankowski / Poland

Forum theatre – a method for adult civic education

Romanian Association for Community Development - Ms Ina Rizoica, RO

www.play-forumtheatre-change.org

The goal of the overall project was to explore, learn about and adapt the Forum Theatre method in order to use it as a method for adult civic education. 'The project intended to develop, test and disseminate - at the European level - an innovative cultural approach aimed to help different target groups (communities or marginalized groups) to be more visible in community life and, even more, to influence public policies'. The aims of the project were:

- To develop FT as a method of working with adults in order to develop civic competencies and increase their capacity to play an active and responsible role within the local community.
- Develop a network of co-operation among European organizations using cultural methodologies to promote civic competencies.
- Improve organizational capacities to develop information, guidance and counselling services for adult learners and adult education providers and marketing the organizational competences at national and European level.

FT method is helping community activists to develop their **skills** and make them more effective.

FOR FURTHER READING

EU official statements

Council conclusions of 22 May 2008 on Intercultural Competences, (2008/C 141/09), http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Key competences for a changing world, Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*, Brussels, 25 November 2009, COM(2009)640 final, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning, 2006/962/EC, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

Communication from the Commission of 10 May 2007 to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a European agenda for culture in a globalizing world, COM(2007) 242 final, http://europa.eu/legislation_summaries/culture/129019_en.htm

Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:en:PDF>

Decision No 1904/2006/EC of the European Parliament and of the Council of 12 December 2006 establishing for the period 2007 to 2013 the programme 'Europe for Citizens' to promote active European citizenship,

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0032:0040:EN:PDF>

International statistics on arts and culture education

European Commission, Eurostat, *European Cultural Values*, Special Eurobarometer no. 278, September 2007, European Commission

European Commission, Eurostat, *Cultural statistics*, Eurostat pocketbooks, 2007 Edition

Research papers

Bamford, Anne, *The WOW factor Global Research compendium on the impact of the arts on education*, <http://books.google.com/books?id=ZEaxmwG9n4EC&pg=PA12&dq=he+WOW+factor+Global+Research+compendium+on+the+impact+of+the+arts+on+education+Anne+Bamford&cd=1#v=onepage&q=&f=false>

Jones, D, McConnell, B and Normie, G., Eds: *One World, Many Cultures. Papers from the 4th International Conference on Adult Education and the Arts*, Cardenden, Scotland: Fife Regional Council, 1996, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/16/7a.pdf

Kerka, Sandra: *Adult Learning in and through the Arts*, 2002, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/44/f9.pdf

Edward T. Hall: *Beyond culture* <http://ishkbooks.com/hall.pdf>

Additional resources

European Year of Intercultural Dialogue (2008): The aim of this initiative was to raise awareness and promote the cultural sphere with a view to encouraging EU inhabitants to manage cultural diversity. For more information, see *Decision No 1983/2006/EC of the European Parliament and of the Council of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008)* http://europa.eu/legislation_summaries/culture/l29017_en.htm

European Year of Creativity and Innovation (2009): this initiative aimed at raising awareness of the importance of creativity and innovation for personal, social and economic development; to disseminate good practices; to stimulate education and research, and to promote policy debate on related issues. More information can be found at: <http://create2009.europa.eu/>

Culture programme (2007-2013), http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm

'The Impact of Cultural and Citizenship Education on Social Cohesion' conference: The conference examined the applicability of general and specific strategies of cultural and citizenship education on educational practices that contribute to enhancing the social cohesion. It also provided examples of good practices and success stories. This conference was held in Vilnius, Lithuania on 3- 5 December 2009. More information to be found at: <http://www.eaea.org/events.php?k=17133&aid=17133>

Collect & Share project: This three-year partnership project explored good practice in adult lifelong learning in art museums and galleries, and the unique contribution, which museums and galleries can make to adult learners, particularly those from disadvantaged groups. The findings of the project were presented during the 'Lifelong Learning in Museums and Galleries: A Life-challenging experience' conference held in Stockholm on 14-18 June 2005. More information can be found at: <http://www.eaea.org/events.php?k=6225&aid=6225>