



The meaning of Lifelong Learning for Civil Society and its impact on Independent Schools

Perspectives and Messages: “Europe in action for a new learning ecosystem”

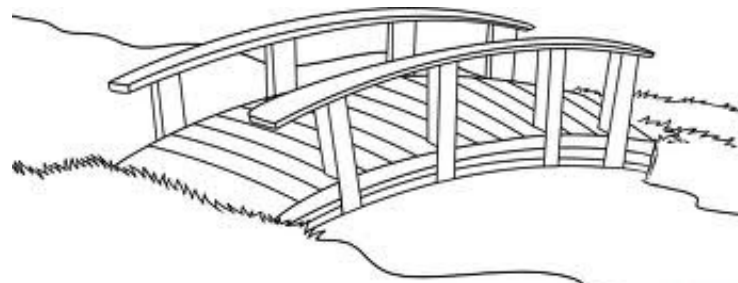
Etelberto Costa, VP EUCIS-LLL





STORYTELLING

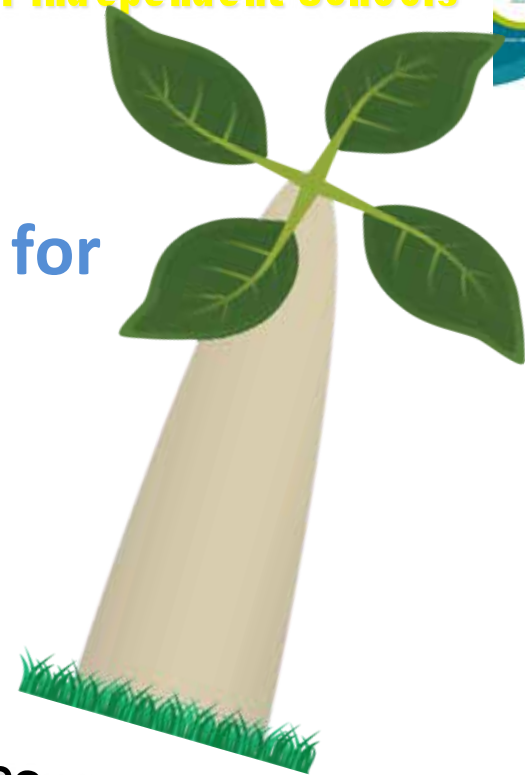
WHY?





WHOM?

Networks and Partnerships for lifelong learning: A EU level perspective



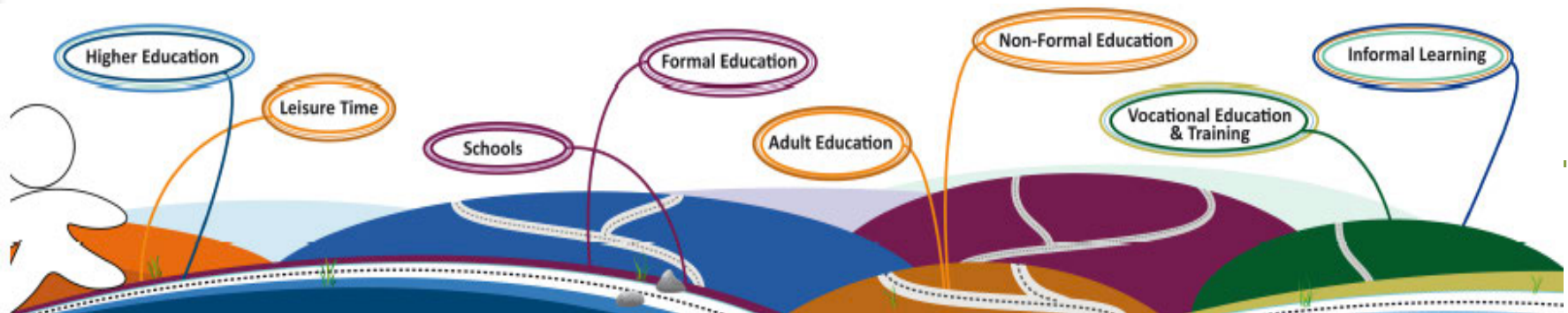
Eucis-LLL:
civil society platform, gathering 33 European networks in
education and training, covering all sectors, including
secondary and higher education, vocational education and
training, adult education and popular education; networks for
students, school heads, parents, HRD professionals, teachers
and trainers.



: European Council of National Associations of Independent Schools



EUCIS-LLL: 33 members





WHAT?

vision
and
goal
common
ACTION
negotiation
mutual.
interest





SO WHAT?

The challenge ahead: digitalised learning

A “methodological revolution”

Disruptive innovation

Tsunami

First genuine revolution since Gutenberg

Learning ecosystem





Tensions in education

- **Austerity and performance pressure** at educational institutions
- **EU Policies** give priority to introducing ICT in **formal education** - **Open Up Education Initiative**
- **Strong competition for „social space”**
- Enormous changes in **user habits** and expectations
- **Strengthening of spontaneous** on-line informal and non-formal (e)-learning
- **Entrepreneurship – innovation; criativity; jobs creation (youthjobless/employability)**
- **ACTIVE MEDIATION FROM PARENTS REQUIRED**



The European Union's answer

2013 Communication from the European Commission on
« [Opening Up Education](#) »:

“All individuals to learn, anywhere, anytime, through any device, with the support of anyone”

Three axes

- Open learning environments
- Open educational resources (OERs)
- Open infrastructures and connectivity





Opening Up Education

Open learning environments

- Support institutions to develop innovative pedagogical approaches
- Explore digital competence frameworks and self-assessment tools
- Enhance teachers' digital competences
- Reinforce learners' digital skills including among disadvantaged groups

Open Educational Resources

- Develop open licences for digital educational materials
- Increase partnerships for a better supply of OERs
- Launch the "[Open Education Europa](#)" portal
- Stimulate open access policies

Connectivity and interoperability

- Develop frameworks and standards for interoperability and portability of digital contents
- Promote research and innovation for innovative learning technologies
- Increase schools connectivity

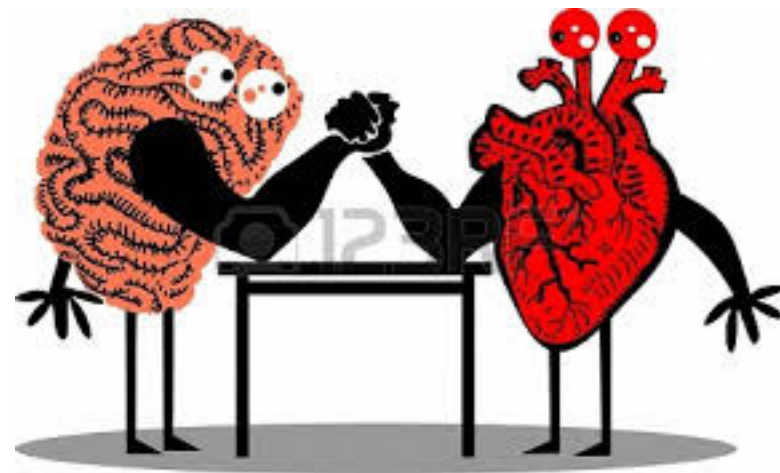
TEL-technology enhanced learning: Access, inclusion?

- **Access, exclusion ?**
 - The application of TEL is **rather deepening than widening** (*many schools and homes have no internet*)
 - **Does not really reach groups endangered by exclusion**
 - Most users are coming from circles of already well educated
 - **Age gap problem** increasing:
(“digital natives” vs. „digital immigrants”)
- **Key issue: do students have access to the technology?**
 - In most developed economies and for middle class: yes
 - *but not for the poor...and regions internet out*
- Teachers and Leaders are **inadequately prepared** for quality technology enhanced learning
- Goal: **cost-effectiveness and quality assurance**





OUR ANSWER...





DOING WHAT?





1/ Why partnerships?

partnership
joint-action
participation collaboration
cooperation consultation
networking

Long Life Learning =

PARTNERSHIPS + NETWORKS



Eucis Positions

- **THE MANIFESTO – MEPs (EU elections in may)**
- ***THE DIALOGUE (INTER at all EU Levels)***
- **The LLL REPRESENTATION**
- **PIIAC, GRALE AND PISA RESULTS (WORKING WITH ill/unesco)**
- **ERASMUS + (LLL WEEK side effects)**
- **HORIZON 2020 for Learning (ict 19,20, 22)**
- **The LLL-HUB PROJECT (EU vision on LLL)**





Eucis Positions

- **Open Up Education – to act for close collaboration with Dg Connect; Digital Agenda for social inclusion; Horizon 2020 for ICT for learning; jobs creation:**
- **Entrepreneurship – innovation; criativity; jobs creation (Project work).**
- **Validation on Informal and non formal learning (VNFIL Task Force) – workflow; sustainability; merit awards; recognition; EQF.**

EUCIS-LLL position on Opening Up Education

7 key messages

- **Quality and access** are two faces of the same coin
- ***Without basic digital skills for all, no e-learning democratisation possible***
- **Tailored learning opportunities** should balance massive outreach
- ***Educators Leaders (Parents) have a central role to play in learning to digitally learn (GREAT)***
- New digital learning pathways have to be **recognised** by society and validated
- A transversal approach goes through **broad partnerships** (“learning ecology”)
- E-learning is before all meant to advance education as a **fundamental right**





Eucis Positions

The LLL REPRESENTATION

• LLL HUB PROJECT

Vision:

To develop a European reflection on innovative ways to implement coherent and comprehensive approaches towards LLL, the project is structured around 3 phases:

1. The LLL-Labs ; 2. The LLL-Forums ; 3. The LLL-Agora

• *Acting at national and european levels: sharing on LLL values*



Eucis Positions

PIIAC AND PISA AND GRALE ii RESULTS (*at a low skills trap?*)

- **Measuring is not action**
- **Social dimension missed up**
- **Connectivity/collaboration/sharing is missing (*every european digital by 2020*)**
- **>Ageing actions to be made**

Proposals: Pilot Groups at national level (coordinators/ambassadors); INDICATOR for the shift to a Learner centered system;

The right moment to CHANGE



EUCIS-LLL MANIFESTO

Building together the future of learning

12 Priorities for lifelong learning

EUROPEAN ELECTIONS 2014



Manifesto elements relevant to the context

- *Pedagogic innovation: Support enhanced learning experiences and new learning solutions such as e-learning, distance learning and open educational resources.*
- **Quality assessment:** Reflect upon quality, tailored-made assessment and evaluation mechanisms
- Improve **teachers and trainers' initial and continuous training** as well as their working conditions; better societal recognition of their role
- Flexible pathways: Support wider use of European transparency tools and the setting up national **validation mechanisms for non-formal and informal learning**
- **Learning mobility:** Mobility should be the rule and not the exception
- Key competences and basic skills: Promote the acquisition of basic skills, in particular foreign language skills. Refer to the **European Key Competences Framework** as a basic framework for all educational sectors
- **Lifelong guidance:** Strengthen and coordinate guidance services from earliest age,
- Good governance: Revision of the governance of EU cooperation in Education and Training (ET2020, **Open Method of Coordination**; European Semester) and strengthen the engagement of civil society.
- **Civil dialogue:** Acknowledge the role played by European organisations in education and training

MUITO OBRIGADO!

The Lifelong Learning Hub (LLL-HUB)



Cameraman of the future

In big cities kids grow up using all the tools of the digital world. But in remote and populated areas this is still a dream. Is any piece of technology really their friend?