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Directorate-General for Education and Culture

**IMPLEMENTATION OF
“EDUCATION & TRAINING 2010”
WORK PROGRAMME**

WORKING GROUP

**“OPEN LEARNING ENVIRONMENT, ACTIVE CITIZENSHIP
AND SOCIAL INCLUSION”**

PROGRESS REPORT

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1. Lisbon Strategy

The pursuit of the attainment of the concrete future objectives in education and training is taking place at a time of thorough reflection about a common vision of an enlarged Europe in a global socio-economic context.. The debates on governance, democratic participation and European citizenship have placed the citizens of Europe at the heart of any future policy development. The Lisbon strategy set out a roadmap for the development of a knowledge-driven economy and a new European social agenda to 2010. The European Union's renewal should not only cover all aspects of the knowledge chain from lifelong learning to advanced research, but also social inclusion, anti-poverty and environmental pillars for long-term development and sustainability. A comprehensive and coherent set of actions should contribute to improving competitiveness, the quality of life in Europe, and a democracy relying on active participation of all citizens and inhabitants. Therefore in education and training policies it is the learner who is at the centre of all future debates. The current preparatory discussion about a convention is confirming these policies "closer to the citizen".

1.1. Education and training objectives report and work programme

The Education Council adopted in 2001 a report on the concrete future objectives of education and training systems in Europe, identifying three strategic objectives

- (1) Improving the quality and effectiveness of education and training systems in the EU,
- (2) Facilitating the access of all to education and training systems,
- (3) Opening up education and training systems to the wider world.

The Council and the Commission submitted a detailed work programme on the objectives of education and training to the European Council in Barcelona, March 2002. The Barcelona Conclusions welcomed the work programme. Working group G was set up in January 2003 for "facilitating the access of all to education and training", especially by objective 2.1 'Open learning environment' and objective 2.3 'Supporting active citizenship, equal opportunities and social cohesion'. Group G was asked to address 5 key issues relating to Objective 2.1 "open learning environment" :

- "broadening access to lifelong learning by providing information, advice and guidance, on the full range of learning opportunities available;
- delivering education and training so that adults can effectively participate and combine their participation in learning with other responsibilities and activities;
- ensuring that learning is accessible for all, in order to better respond to the challenges of the knowledge society;
- promoting flexible learning paths for all;
- promoting networks of education and training institutions at various levels in the context of lifelong learning."

The Group was requested to address a further 3 issues for the second objective "Supporting active citizenship, equal opportunities and social cohesion" (2.3) :

- ensuring that the learning of democratic values and democratic participation by all school partners is effectively promoted in order to prepare people for active citizenship;
- integrating fully equal opportunity considerations in the objectives and functioning of education and training;

- ensuring fair access to acquisition of skills for the less privileged or those currently less well served and motivating them to participate in learning."

For the two objectives of working group G the following areas for exchange of good practice had already been proposed in the text of the work programme:

-availability of childcare and flexible learning times to learners; -possibilities of educational leave for employees; -accreditation of prior learning; -funding mechanisms and incentives for adults; -participation of pupils, parents and other stakeholders in school governance; -gender equality in tertiary education and continuous training; -models for integration of and giving access to disadvantaged groups to education and training; -models for encouraging them to pursue formal qualifications.

The context of its work also included the Declaration on Enhanced European Co-operation in the field of Vocational Education and Training of the Council of Ministers in Copenhagen (2002) which called for the strengthening of policies, systems and practices for guidance at national and European levels.

For the key issues relating to objective 2.1 "Creating and open learning environment" the text of the Objectives work programme proposed the following structural indicator: Percentage of the population between 25 and 64 participating in education and training.

The structural indicator proposed for objective 2.3 ("Supporting active citizenship, equal opportunities and social cohesion") was the proportion of the population aged 18-24 with only lower secondary education and not in education or training. It was identical with one of the indicators already developed for monitoring European Social policies in the context of the Lisbon Strategy.

1.2. Making a European Area of Lifelong Learning a Reality

The Communication on Lifelong Learning "Making a European of Lifelong Learning a Reality" published in November 2001 identified six pillars and priorities for action for any lifelong learning strategy, three of which are of major importance for the objectives of working group G: Access to guidance and counselling, bringing learning closer to home and an innovative pedagogy. Progress reports on the implementation of strategies at national level have been sought in May 2003. Their relevance for working group G will be evaluated soon in order to ensure an integrated approach.

2. Working methods and human resources

2.1. The Open Method of Co-ordination

This report includes only a first preliminary analysis of four one-day meetings in Brussels. Working group G started its work on phase 1 on 19 January 2003. The next three meetings took place in March, May and July 2003. The first draft version of the interim report was discussed in detail at the last meeting. The working method of the Group was based on the open method of co-ordination (OMC), which was explained at the first meeting.

This concept also dates back to the Lisbon European Council in March 2000. The Lisbon conclusions stipulate that the OMC is a means to spreading best practice and thus achieving greater convergence. The main elements are

- Agreeing EU-wide common objectives, definitions, frameworks and recommendations
- Establishing, where appropriate, quantitative and qualitative indicators and benchmarks

- Facilitating the translation of these European common objectives into national policies by exchange of good (policy) practices, peer monitoring and study visits and co-financing thematic national conferences
- Providing an institutionalised follow-up mechanism like reporting systems and data collections.

It can therefore be considered a community method provided that the role of the institutions remains clearly defined, including the Commission's right of initiative, the involvement of the European Parliament. It complements other existing instruments in the field of common European education and training policy development like the action programmes contributing to innovation and quality.. The OMC provides for adequate participation of all stakeholders (Member States, social partners, and civil society with NGOs...).

2.2. Stages of work

The following stages of work had been agreed by the Commission and the Education Council for all of the eight objectives working groups:

Stage 1: Definitions of concepts, mapping exercise of achievements, identification of themes for exchange of good practice and peer review, formulation of priorities relating to indicators and benchmarks, drawing up an interim report.

Stage 2: Exchange and analysis of good practice, peer review, identification of critical factors of success/ failure on the basis of the exchange of good practice and peer review.

Stage 3: Discussion and validation of external expertise work; drawing up of policy recommendations; adoption of final report as input for the preparation of the draft interim report on the implementation of the work programme on the objectives of education and training systems.

In four one-day meetings from January until July 2003 working group G fulfilled the tasks of stage 1. The Commission will do the mapping exercise for stage 1 in the course of the next months through the consultants' team appointed for group G.

2.3. Composition of working group G

Beside experts proposed by all Member States, by Accession/Acceding Countries, Iceland, Liechtenstein and Norway, a number of selected NGOs and the social partners were invited by the Commission to attend the meetings (see annex). Other relevant Commission Services (DG Employment), the Council of Europe and the UNESCO Institute for Education are also permanent members of the working group. A Socrates-Grundtvig network specialised in open and flexible learning was invited to participate.

Several group members belong to transnational working groups in Europe and at international level dealing with similar subject areas. Member States and Social partners, NGOs and the Socrates-network sent about a third of female experts, thus taking into account EU gender-mainstreaming policies and a corresponding reminder for nominations by the Commission, as this working group has a special thematic focus in this field. Women represent the two international organisations only.

The group started its work in three languages. Due to lack of time and resources, the the last two meetings and the follow-up work could only take place in English. This led to some limitations in the discussions and to the replacement of one expert.

2.4. Meetings

The first two meetings were dedicated to the development of a clearer common understanding of the two objectives 2.1 (Open learning environment) and 2.3 (Active citizenship, equal opportunities and social cohesion) and of the assigned eight key issues. The discussions covered different levels of analysis. They included practical problems and obstacles encountered, short contributions on good policies and more general reflections on the ultimate objectives and values of education and training. After the first and second meeting several experts sent in background reports about their countries dealing with selected or all issues concerned and a first series of good practice examples. On the basis of these reports, the good practice examples, and the introductory discussions, the Commission drew up a table for policy analysis and comparison, which displayed for each policy priority the responsible actor(s), procedures proposed, and actions to be taken for which parts of the population (see annex). An interesting collection of over 140 good policy or practice proposals was established. At the third meeting 37 "high" priorities were identified. From these finally 14 themes were given "highest priority" by the group and as suitable for the first proposals of good practice. An invitation to select priorities from the 14 themes for the forthcoming seminar in October did not lead to clear trends, but at least six areas of greatest interest could be identified:

-Active citizenship education; -education, training and guidance for persons with disabilities;- second chances for persons without school leaving certificate or without lower secondary level education; opening universities for interested qualified persons with no formal right to access; learning cities and regions; education and training with Roma.

The Commission therefore will propose the themes for October on the basis of the quality of good practice examples covering these areas.

Lars Jakobsen (SGIB) introduced the group to the work on indicators and benchmarks at the second meeting. The group discussed the indicators proposed by the Standing Group on Indicators at its third meeting attended by Angela Vegliante (SGIB). Half of the group members had already commented at length on these proposals in electronic form. The Commission had drafted a summary with conclusions and an overview of the arguments by country. An adhoc sub-group went through the conclusions and fed back the results to the plenary session later on. This led to an approved version, still updated in some details by comments that were provided later.

The recommendations of group G concerning the indicators and the appropriateness of the tools in general were presented to the SGIB on 5 June. The co-ordination of group G was informed about the detailed comments and recommendations of SGIB on 1 August.

At the third meeting the work on key issue "democratic citizenship education" was finalised by another subgroup and also presented to the plenary. At the fourth meeting a final version of these objectives was accepted by the group. Also the draft interim report was discussed at length. Finally a first example of good practice was analysed in detail.

2.5. Supporting actions by Member States

Some Member States have set up a national expert group accompanying the work of each of the objectives working groups and in addition a co-ordination group for the whole objectives work programme. The coherence and quality of their contributions to working group G profited from transparency and expert support at national level and will vice

versa support the transfer of interesting recommendations and findings into national policy development.

Iceland answered the Commission call for organisation of seminars with a proposal regarding the scope of working group G, especially open and flexible learning environments with a national conference in the end of January 2003. It showed special interest in the aspects of open access, flexible management and networking. The event attracted more than 100 experts and stakeholders from all sectors in education and training. All the regional activities supported by the Commission until now showed that much remains to be done in order to open the discussion to the broad public, to as many stakeholders in education and to as many potential and current learners as possible.

2.6. Consultants team

A consultants team from Fondazione Giacomo Brodolini, Rome, was selected by the Commission. It was appointed at the beginning July 2003. A work programme was agreed in the end of July. This team will assist the Commission for the work in group G during the next twelve months.

3. Main results

3.1 Definition of concepts

For the definition of concepts the very first steps have been made. All working group members are becoming aware of the broad range of relevant Council decisions and Commission initiatives, which are already available. They regard these achievements as an interesting starting point, but would like to stress that they feel free to go ahead for improvements and new approaches in the definition of the objectives concerned: work is in progress. The proposed priorities for each of the key issues identified at the meetings and the exchange of written material have provided general direction for the group so far. They are documented in the full table of priorities in the annex.

For "**guidance**" a definition proposed by the European Expert Group on Lifelong Guidance was accepted. Guidance consists of a "*range of activities designed to assist people to make decisions about their lives (educational, vocational, personal) and to implement their decisions*".

Active and participatory citizenship in the life of the Community was foreseen in the 1997 Treaty of Amsterdam and will gain even more importance in the future, because it is at the heart of the draft convention. The **concept of citizenship education** is also becoming more dynamic in conformity with the changing and fluid nature of European societies themselves. Therefore, the 1998 DGXXII publication "Education and active citizenship in the European Union" proposed that the practice of citizenship education becomes more like a "*method of social inclusion, in the course of which people together create the experience of becoming the architects and actors of their own lives. Opportunities to learn and practise autonomy, responsibility, co-operation and creativity enable the development of a sense of personal worth and of expertise in confronting and tolerating ambiguities and oppositions.*" The underlying values are coherent with the guidance definition.

The group asked for two **changes in the text for objective 2.3.:**

-Children at school already are young citizens. They should therefore be treated as citizens and taught how to become actively engaged in democracy inside and outside schools. The text had asked to prepare children for citizenship.-The group proposed to

extend the priority of democratic citizenship education to ***all sectors of education and all age groups*** and not to limit it to schools and young persons only. The objectives report text therefore should be adapted on these two relevant points. A subgroup was created at the last meeting for updating the definition in the broader context of the current preparation of UNESCO country reports on adult learning (CONFINTEA V follow-up).

"Social inclusion", "social cohesion", "poverty" will be able to rely on the European social model and the corresponding Council decisions and Commission initiatives, in which education and training is treated until now only as one supporting aspect. However, working group G would like to review these definitions in the light of the high priorities discussed and to make proposals for changes or updates wherever this may be deemed necessary.

The group proposed to broaden the current narrow definition of ***"second chance" learning*** which concentrates on young early school leavers to include adults over 25 years in Europe who only had very few school years or did not receive a school leaving certificate. As these persons run high risks of unemployment and poverty they should be invited to return to learning whenever they would like to do so throughout life.

Definitions for ***"disability"*** and ***"special needs"*** still vary widely in Europe. It would be desirable to have a better understanding of these differences in order to develop common indicators with a view to harmonised data collections based on them. A second subgroup will therefore take stock of the situation in this area while taking into consideration the International Classification of Functioning (ICF) of the World Health Organisation (<http://www3.who.int/icf/icftemplate:cfm>) as well as the experiences of the European Agency for Special Needs Education (<http://www.european-agency.org/>). Work started at OECD level will also be taken into account. The concept of ***"work-life balance"*** will be of special interest for all adults, not only parents. But parents and their difficulties in accessing learning opportunities have gained a high priority in working group G. The inclusion of persons outside the labour market in LLL also belongs to this area of interest.

Antiracism is included in the EU anti-discrimination-guideline covering all sectors of work, education and training, and will need a check of monitoring tools and reports in education and training rather than a new definition. There was a concern that ***"women"*** in general should not be enumerated at the same level as special disadvantaged "groups" like Roma or disabled people, because they make up over half of the population.

3.2. High and highest priorities

This chapter reports on the educational policy priorities selected at stage 1. Although the working process had been organised by key issues, working group G opted for a more thematic presentation. This would allow to present more details of the rich work on the priorities. Therefore the following text reflects the 37 high priorities. The highest priorities among them are marked by bold (italique) print. The short presentation of key issues and the full table with over 140 priorities interpreting the 8 key issues have been added to the annex.

3.2.1. Creating strategic taskforces and networks

Strategic task forces for LLL set up in some countries at national level, but also at regional and local level, will be considered as back bones for integrated and flexible approaches. They should have co-ordinating tasks, but also provide **monitoring of LLL policy actions**. These task forces should not only include Ministries of Education, but also all other Ministries concerned like Ministries of Labour, Economy, Trade, also social partners, representatives of education and training (tripartite for institutions, teachers and learners), and for instance state agencies for certain areas of LLL. At local and regional level, notably networks of **learning cities and regions** will be regarded as highest priority for analysing examples of good practice bringing together all stakeholders in the field of education and culture (including museums, libraries, and theatres...). More openness between different educational institutions at local level, more transparency, more common quality criteria, more common initiatives for new learning arrangements and common initiatives for recognition and certification will be important contributions to opening education and training for excluded learners. Setting up comprehensive learning plans for local communities between formal, non-formal and informal settings should be another important objective of such networks.

The efficiency and effectiveness of **European and international networks** will be a second back-up strategy for closer consideration. Improved *co-operation with the media* at all levels was regarded as a special opportunity for the future of adult learning. Such networks could be giving professional support to the adult learners' weeks all over Europe and festivals and attracting low skilled learners.

3.2.2. Improving Guidance: Open model based on quality

To support the objective of lifelong learning, access to high quality educational and vocational guidance has been identified as an essential component to support access to and participation in learning opportunities. *The group proposed what may be described as an open model of guidance, characterised by:*

- **inclusiveness, open to all people of all ages and reaching out especially to vulnerable and marginalized groups**
- intergenerational approach, including the family context and childcare provision during hours of opening of guidance services, to help overcome social barriers
- phone-in services, easily accessible to parents and children
- free internet information and advice, with tutor support in central public offices
- accessibility at the workplace arranged by co-operation of the social partners and labour, education and economy ministries, especially for staffs of micro enterprises of less than ten persons
- partnership, between educational, social and youth services, local enterprises, social partners, NGOs and voluntary services.

The guidance needs of **second chance** learners should be addressed additionally by tutoring services that accompany them if necessary through the courses of their choice. Methods of **reaching out to such non-traditional learners** included awareness raising and information campaigns such as adult learner weeks and literacy days.

A second major concern of the group concerning guidance was **quality assurance**. Aspects of such assurance proposed by the group were:

- professional training and **certification of guidance practitioners**
- employment of staff with a multi-cultural background, to overcome invisible barriers and to build trust and understanding with minority groups or with persons of a different socio-economic status
- on-going training for all staff, especially on multicultural and linguistic issues, and on lifespan issues
- provision of unbiased information on education, training and work opportunities

The quality assurance of guidance services should be undertaken by *independent non-commercial bodies, supported by public finances*.

3.2.3. Overcoming access barriers

- Obstacles for persons with disabilities or with special need in education (or special educational needs)

Experts in group G enriched the discussion of nearly all key issues with proposals for *overcoming learning obstacles which persons with disabilities are encountering*. They have been collected in the following paragraph and are regarded as an area of highest priority.

Learners with a disability or with "special needs" require support to acquire basic skills and competences and to be able to engage fully in mainstream education and training. A *minimum level of competences (ISCED level 5)* should be offered to all persons with disabilities. LLL policies should reach all age groups among them, also those in transition from working life to retirement and all persons over 64 years. Access to information and to guidance-counselling support is essential for all citizens making transitions, including those entering the retirement phase and senior citizens in residential homes or institutions for long-term care. Obstacles to learning must be addressed with a strategic range of flexible measures designed to best meet individual needs. These may include additional training for educators and trainers and the regular provision of an additional range of *individual support staff* like helpers, tutors, guides and adapted learning material. Special advisory staff like *"co-ordinator for students with disabilities"* should be employed for creating systematically special conditions, providing "individual education plans" where appropriate and launching affirmative actions within the institution. Residential homes should be turned into lifelong learning centres, as many of the senior citizens living there are not mobile any longer. There is a need for more supporting legislation and targeted funding and incentives for supporting these ideals and for guaranteeing parity of access and provision for those with disabilities. Voluntary services should be used in a complementary and supporting capacity rather than that of a provider's role.

"Successful" remedial systems should be critically evaluated in terms of inclusiveness, because they might just lead to continuing exclusion within the main stream education system. Finally LLL policies for persons with disabilities should always be developed with them, not without them. They should also reach out to the rest of the population, informing about the different reasons for disabilities and the everyday difficulties to overcome them thus encouraging responsible behaviour and more solidarity.

- **Racism and xenophobia: Prevention and monitoring**

Highest priority was given to some strategies *preventing racism and xenophobia*. Watching or monitoring systems in educational institutions should be established. The application of EU Anti-discrimination Guideline in education and training should belong to their tasks. Possibilities for legal sanctions should be provided. Legislation should provide appropriate sanctions for discrimination or harassment of all students with differences. Pupils and adult students should be treated equally regardless of sex, social and cultural origin, religious beliefs, nationality, physical and mental constitution. This also regards the adaptation of curricula. *Current teaching and learning materials* should be checked together with relevant minority or disadvantaged groups for their own history, art and religion and be involved in any new planning projects. Linguistic barriers should not lead to exclusion. The *ethnically distorted recruitment of students to higher education* should lead to an analysis of underlying class barriers and to campaigns broadening recruitment from outside the traditionally represented social classes.

The employment of staff from discriminated groups should build trust and provide career models. Advocacy and awareness raising campaigns, particularly in the context of the Adult Learners' Weeks in Europe and similar events, were regarded as very important complementary policy tools.

- **Roma and Sinti/ Gypsies**

Creating equal opportunities for Roma and Sinti/Gypsies (or travellers in other countries) was looked upon as a special challenge not only for employment, but also for education and training policies due to their remarkable percentage in the population of accession countries. For such minorities, which several countries in Europe have in common, mapping exercises are recommended in order to identify common strategies for overcoming common obstacles and improved services at national and European level.

- If time allows, *migrants* will be the second important group among the activities concerning equal opportunities in education throughout life. **Persons with social responsibilities: Day care for children and other dependants, parental leave**

Many obstacles to the *participation of parents in LLL* were identified. The *reliable provision of childcare* as recommended by the Lisbon Council for the field of employment policies should be *extended* to lifelong learning purposes. Also, the provision of day care facilities or services for any other household member depending on reliable regular care would not only create new jobs, but also avoid interruptions and dropouts in LLL processes. Some new parental leave models in Europe like *paternal leave (with full pay) for fathers* enabling young mothers to carry on with their education have been proposed with highest priority for analysis. In the work place more special *flexible time table arrangements* for parents will also support part-time learning. In general a better co-operation of social and education and training service was recommended. Social workers should develop an understanding of LLL in their initial or continuing training.

3.2.4. Overcoming barriers within education and training: Curricula for social inclusion

Curricula for social inclusion are regarded as taking into account the material conditions or learning arrangements, the different target groups, the content and the methodology.

- **Learner participation in curricular design**

Curricular planning, learning methods, learning environment and evaluation should be open for *participation by the learner* (see *active citizenship education*).

- **Modularization**

Modularization of all certified curricula shall be examined in its methodological effects in open flexible learning processes. While working group H is concentrating on the necessary curricular changes and the modular certification methodologies and accreditation bodies for all, working group G will evaluate its socially inclusive effectiveness and its openness to democratic participation of the citizens. Such an open and flexible delivery should create more freedom in finding individual formal, non-formal and informal learning pathways and times. Standardisation of modules should leave space for democratic debate on politically controversial areas and demonstrate respect for diversity. Working group G will therefore work in close co-operation and consultation with group H in this field.

- **Multicultural curricula**

Among a broad range of obstacles within the education system the lack of *multicultural curricula* is regarded as a major problem. When national curricula and learning materials are developed, the participation of ethnic and cultural minority groups will be of special interest.

- **Preventing early school leaving by changes in schools**

All of the following measures were given *highest importance for serving the objective to prevent early school leaving*. In general it was recommended to refer to the outcomes and policy recommendations of the European *Second Chance Schools* (E2C) pilot phase, because they contain valuable feed-back for traditional schools. They are currently funded as a network and for several smaller model projects under the Socrates-Grundtvig centralised actions.

Governments, schools and social work should work together at preventing early school leaving and illiteracy. National prevention plans should be set up according to the principle: *"give more to those who have less"*. Better provision should therefore go to priority networks or zones where the truancy and early school leaving rates are very high. Differences in social class should be analysed and lead to appropriate actions. Special support persons or advanced students could be trained for tutoring. Support groups and smaller classes were regarded as useful. It was recommended to set up co-ordinated reliable data banks on reasons for early school leaving and to fund research on the special needs, which should be better, respected. Combining school and vocational training at secondary level and setting up partnerships between schools, enterprises and regions for elaborating together a multi-annual education plan was recommended. Incentives for reading and writing exercises outside schools should be created.

- **Arrangements for non-traditional learners within universities and prevention of early university leavers**

High attention will be paid to the process of *opening third level learning institutions* (not only universities) to a broader public. Preparatory and support courses and direct access for candidates for degrees found high interest. In addition, continuing tutoring for non-traditional learners should be ensured. University education should also be better adapted to needs emerging in the labour market and should inserting stages in academic work places in study plans. For parents among university students there should be special flexible time table arrangements and childcare provision. These measures should also contribute to a reduction in the number of early university leavers. Once students have interrupted their studies there should be access to distance courses leading to the university diploma later in life. Also universities should develop short courses leading to a professional certificate after one year in order to give leaving students access to at least some form of certification.

3.2.5. Creating learning opportunities at work

These objectives will have to be reviewed in the light of the forthcoming mapping exercise, as Employment and Enterprise policies are already covering a lot of this ground with objectives, targets and indicators.

- **Micro enterprises (less than 10 employees/ workers)**

Special obstacles to ensuring that learning is accessible for all are encountered by persons working for *in micro enterprises*. Social partners and other educational and economic policy makers should discuss *job-rotation and co-funding schemes* in more detail.

- **Combinations of working and learning**

Combinations of working and learning developed for *employed early school leavers* are of special interest as a flexible learning path and should be extended for persons with a lack of basic education and key competencies *at all ages*. Lifelong learning chances for these adults should not only concentrate on formal learning, but also include non-formal and informal learning *opportunities for life and for work*.

- **Paid educational leave**

The approach to *paid educational leave* in Europe differs largely. Some countries already have *legislation or agreements between social partners* while others have not even started a debate. The situation in countries with educational leave opportunities will be examined in the light of offering access to learning to women and to vulnerable groups in the work place like low skilled workers, workers with fragile contractual situations, ageing and migrant employees, workers and self-employed. Countries without educational leave provision will contribute by explaining their different policy objectives in this field.

3.2.6. Democratic values, participation and active citizenship education

- **Participation rights and opportunities**

Participation rights and opportunities of learners in educational institutions were regarded as essential elements of a high quality learning environment for active citizenship education. Participation of pupils and students in lifelong learning should also include influence on open and flexible innovative learning methods responding to learners' needs and the evaluation of their own learning environment and outcomes.

Wherever guidance or education and training have to be paid for in whole or in part by individuals, consumer rights should also be strengthened.

- **Active citizenship skills and competencies as *essential life skills***

Working group B is currently developing a European framework for basic skills. In this context it proposed useful content definitions for 'civic', 'interpersonal, intercultural, social competencies' and of 'learning to learn' competencies, the latter supporting the learner autonomy throughout life. These proposals will be considered more closely.

- **Learning participation in open *participative structures***

- Education systems should ensure that participation is a reality in the education environment and should provide and ensure opportunities for the acquisition of skills and competencies for participation.
- Participation at all levels of education and training, in all sectors of education should be guaranteed, not only in schools or universities.

- **Partnerships in active citizenship education**

The education systems should not only rely on decision making in parliaments at all levels, but also be open for partnerships and shared decision-making with the participation of different political stakeholders at local or regional level.

- **Building up sustainable support structures**

More than any other field of education and training, active citizenship education needs regular updates by training the trainers and editing, updating and providing a broad diversity of learning material. It also needs sustainable financial support for long term planning. Group G showed high interest in building up appropriate support structures for providers of active citizenship education at all levels in order to guarantee a sustainable high level of quality and independence.

4. Indicators for progress for the objectives

4.1. Consultation with SGIB

For the key issues relating to objective 2.1 and 2.3 the objectives work programme SGIB had proposed the following indicators:

4.1.1. Indicators proposed by SGIB

- percentage of the population between 25 and 64 participating in education and training, by sex (structural indicator) (for 2.1)
- distribution and mean performance of students, per country, on the PISA reading literacy scale, broken down by sex. (secondary use of PISA data for 2.3, additional proposal after a later meeting).

4.1.2. Comments of group G on SGIB Indicators

- Working group G would regard the *first indicator as useful, if it is made more complex*, including sex, employment status, unemployed or "inactive", and some other factors.
- The second new indicator was rejected by group G. It has only a very vague relation to active citizenship education and social inclusion.

4.1.3. New indicators proposed by group G for objective 2.1.

- Group G asked to create an indicator for *access to guidance* relying on a recommendation of the European Expert Group on LL guidance.
- Group G also agreed to develop an output indicator based on data *on social stratification of formal tertiary students*, to be supported by an indicator based on evaluation data on *dropout* in comparison to stratification in total population. At least for universities group G members confirmed the availability of the data.
- Group G asked to create an access indicator based on *educational leave statistics* at national level. In order to make a start public services and services of general interest could be monitored by criteria which have to be agreed between social partners.
- Group G also proposed to develop an *indicator presenting the investment in education and training by sex, level of education and age group and parents/ single parents, migrants, disabled compared to percentage in the same groups*. These data seem to be available for social protection policies.
- Group G proposed to create an indicator by choosing selected data from ministries about *persons with disabilities and their participation in LLL during working time, by sex*.

4.1.4. New indicators proposed by group G for objective 2.3.

- Group G agreed to develop an *input indicator for equal opportunities* based on existence and number of *programmes aiming at recruiting early school leavers* 18 plus later in life, to be supported by an *output indicator* evaluating data on successful participants and (second time) drop-outs.
- For objective 2.3 group G proposed to construct input and output indicators. An *input indicator for education for democratic citizenship*, based on data on investment per lessons taught in national curricula at school, in adult and youth education and vocational training or special funds and institutions should be developed.
- Another *input indicator proposed for objective 2.3 concerns measuring "participation rights" in education and training*: number of students and parents concerned in all sectors of education and training. As supporting indicator for the European level group G proposes the number of pupil, student, adult student/ parent associations for all sectors of education with and without Commission support (degree of diversification).
- Group G asked SGIB to create a *task force* for checking whether the following studies and surveys could provide enough reliable material for an *output indicator for civic education*: CIVICs study, CIVED (Civic Education Study) of International Association for Evaluation of Educational Achievements (IEA), DESECO OECD study on Competencies for Civic and Political Life in Democracy. The World Values Survey is building on the *European values surveys* since 1981 and may also be interesting in its European par for active citizenship education.

4.1.5. General recommendations to SGIB

Working group G made some *general recommendations* concerning the procedures: All indicators related to education and training, pupils/students and teachers, which have been developed in other areas of EU policies in the context of the Lisbon strategy should be collected, checked for coherence with LLL policies and for the essential gaps. This will avoid repetition of education and training related indicators and contribute to making education and training indicators more specific.

There should be *appropriate investment of time and money* in order to create new data collections better adapted to the issues concerned in the new policy fields. The great *diversity of subject areas* to be covered by group G cannot be reduced to a single indicator, just because it is a single group dealing with them. Output-data from surveys on adult education and training in general provided at the same time by public services and by enterprises in a competitive market are only valuable for policy-making if they are matched by *appropriate input data* from governments and enterprises, otherwise no correlation between policy-making and results can be identified in this field.

Social partners should make a major effort of their own to create a reliable broad data base on formal, non-formal and informal LLL in the work place.

Working group G also made some *methodological recommendations*:

- In adult education and training statistics a difference should be made between *participants on the job and participants who are unemployed* and wish to return to the labour market. This would also facilitate making the difference between different sources of financing (firms and labour offices).
- The *level of educational achievement* should always be included in indicators dealing with access and social inclusion.
- The group asked to make a *gender-breakdown for all statistics*, as the database of EUROSTAT allows this and exclusion from education and training also is a gender issue.
- Group G also recommended extending *all statistics for groups over 64 and 80 plus* in order to see whether the lifelong learning approach is really offering new chances "from cradle to grave".
- It was recommended to include more systematically in the Labour Force and other surveys the so-called "*inactive population*" (without at least one paid hour of work and not registered as unemployed, including persons in full time education and training). This so-called "inactive" part of the population is *majority of the European population*, even if you only take the persons from 16 or 25 years on. *Other sources of income* of such persons, who have no paid work, are relevant for statistics and should be made visible, as these persons will not be able to participate in an educational market.
- By *definition minority groups or disadvantaged groups* are normally small in numbers and can therefore not be covered in a valid way for all countries concerned. This limits the value of IALS and LFS. *Special surveys* have therefore been proposed as another monitoring tool in priority areas (Roma and Sinti, migrants).
- Group G asked to take into account more seriously *communication disabilities* of low educated persons, of persons with limited knowledge of the national language, of disabled persons (like deaf and blind). Average budgets for interviews should allow overcoming such "obstacles" instead of avoiding them.
- The indicators for education and training do not yet cover *social cohesion*: the growing gap between poor and rich geographical regions in Europe.
- Group G also pointed out that indicators for social inclusion and equal opportunities will be relating to different "problem" groups and *definitions of "problems" depending on different value systems*.

Working group G will consider in more detail the comments of SGIB on the indicators proposed published on 1 August as soon as they are available in electronic form. It will also take into account the detailed indicators developed already by DG Employment and international organisations for monitoring education and training in the context of social, employment and gender mainstreaming policies.

4.1.6. Final SGIB opinion on the recommendations of group G

Objective 2.1: Indicator "percentage of population aged 25-64 participating in education and training in 4 weeks prior to the survey by level of educational attainment" is chosen for the final list of indicators (*without break-down by sex and without the age group over 64 or 18 - 25*).

Objective 2.3: *None of the proposed indicators* is accepted by SGIB.

Nevertheless SGIB considered the following areas relevant for objectives 2.1 and 2.3 considered as priorities (3 out of 9) for the *development of new indicators*:

-Social background of tertiary students

-Social cohesion and active citizenship

-Equity.

Working group G has been informed on these results in the beginning of August and will consider in detail the arguments of SGIB, on which its recommendations were based.

5. Horizontal issues

5.1. Co-operation with other groups

All working groups should contribute to certain transversal policy issues, which working group G happens to have on its agenda. The most important of these concern social *inclusion, equal opportunities and gender mainstreaming* as horizontal issues. Vice-versa some results of other groups will be taken into account as relevant for group G.

In the area of active citizenship education working group G will make good use of the work on definitions of some basic competences and invite a member of group B to participate in the corresponding subgroup.

The relation to working group D (ICT) will also have to be improved. ICT supported open and flexible access to LLL is encountering not only budgetary limits and cuts these days, but also large knowledge gaps of political decision makers and management and teaching staff in the educational services on available advanced technologies, especially for adult learners with special needs in post-secondary education.

There was great concern that unless the problem of financing access for excluded persons from public sources in an open, flexible and reliable way, all the other structural and content oriented policies might be in vain in the end. Group G will deal with this essential issue if group E (investment) decides not to take this aspect and the corresponding good practice into account.

The work programme had also foreseen "Accreditation of prior learning" as themes for exchange in group G. This theme is already well treated in groups H.

The issue of motivation for participation in learning is being dealt with in working group H (Making learning attractive) and in group B (Basic competences).

Concerning the issues of access and guidance, the contributions of the European Commission's Expert group on Lifelong Guidance established through the Copenhagen process was of particular value for group G.

5.2. Visibility of actions taken at EU level

Working group G has not (yet) made a systematic difference between actions to be taken at Member State level and actions, which should be taken at EU level. This will be very important in content fields like democratic citizenship education, education and training for social inclusion and gender-mainstreaming, and access to learning in order to create more coherence or complementary and where appropriate also coherent overarching policies including the educational sector. Also the special contributions which the Commission has already made or will be able to make will get greater visibility after special chapters for actions at EU level are introduced to the tables for policy development.

5.3. Enlargement

Enlargement was a special challenge and will have to be taken into consideration more seriously in order to avoid discrimination. Valuable group members have disappeared due to difficulties in financing travel costs. In several cases experts drew the attention of the group to serious special problems in education and training in Accession and Accessing Countries deserving more attention of Member States. Some of the specific challenges were identified in the discussions: free choice of a school, when some still seem to be close to the " old system" may have to be discussed differently, emerging problems with children in the streets after break down of public child care and full time school systems, special difficulties of state agencies or institutions to deliver active citizenship education due to (continuing or new) lack of trust in government, adult education and training for persons over 18 mainly performed under market conditions and competition due to lack of stable public infrastructures and investment.

5.4. Gender-mainstreaming

Gender-mainstreaming belongs to the key issues to be covered by working group G. For the designation of group members the Commission had invited ministries and organisations to provide a good presentation of women in this working group, as experts should be able to contribute to gender-mainstreaming in education and training. About a third of group members were females, some of them indeed specialised in gender issues.

Working group G paid special attention to the situation of persons with caring responsibilities and their access to LLL. It also asked SGIB to make a gender breakdown for all the indicators proposed, but this was not accepted, while indicators for employment policies clearly have a gender profile and even cover extra indicators for family and childcare issues.

6. Major current initiatives by international organisations

6.1. OECD

6.1.1. Inclusive scenarios for schools of tomorrow

OECD has asked an expert group to create scenarios for the school of tomorrow. The "status quo continued", "extension of the market model" and "teachers leaving schools followed by disintegration" scenarios were regarded as the worst for social inclusion, while a "school at the heart of the community" and the "school as targeted learning organisation" and "schools as learning networks" in a networking society were regarded

as positive perspectives. (OECD, *L'Ecole de demain: tendances et scénarios*. Paris: CERI/OCDE, 2001)

6.1.2 Improving guidance: open model with quality

OECD has just completed an international review of policies for career guidance, which has been complemented in Europe by studies undertaken by the Commission's agencies CEDEFOP and ETF, and by the World Bank. The Commission has assisted the OECD in the review and in the commissioning of expert papers on guidance issues including training and qualifications of guidance workers, quality, ICT. OECD staff participates in the Commission's Expert group on Lifelong Guidance.

6.1.3. Equity in education

OECD is preparing a thematic review on "Equity in education - dimensions, causes and policy responses". The OECD Committee has adopted in 2002 a plan for work in this field for the period 2003/2004. A working paper (EDU/EC (2003) 2 of 21-Mar-2003) has meanwhile been prepared for official use.

6.1.4. OECD: DESECO

OECD set up a task force in the DESECO project for working on active citizenship competences. It will be taken into consideration in the definition and in curricular development work.

6.2. Council of Europe: Education for democratic citizenship project

The Council of Europe undertakes important current work at international level especially in the field of democratic citizenship education in schools. The Commission does not participate regularly in this work, which is supported by representatives from all Member States. Five members of working group G are taking part in these exercises, one of them is co-ordinating the follow-up for democratic citizenship education for the Nordic Council of Ministers. Most interestingly their main focus is on building up effective participative structures for practising participation.

As results of the Council of Europe project concentrated on schools are very limited in scope for the sectors universities, vocational training and adult education, the European co-operation project results and the networks in active citizenship education supported at EU level can be regarded as complementary.

The DG EAC Youth directorate also contributed to a Council of Europe task force for active citizenship training in the field of youth work (training the trainers), that has meanwhile created a valuable detailed concept.

6.3. UNESCO

6.3.1. Monitoring of Ethnicity, Conflict and Cohesion (MOST project)

UNESCO has set up a worldwide project for "Monitoring of Ethnicity, Conflict and Cohesion" (MOST) in 1996. A computerised database is available. It also consists of a series of monographs describing multi-ethnic regions and countries following a standardised set of indicators, which may be useful material for educational objectives in European regions and countries with multi-ethnic population.

6.3.2. UNESCO: CONFINTEA V follow-up

UNESCO always had a focus on active citizenship education. The current accent lies on education for a culture of peace. The international UIE/UNESCO conference on adult learning in Hamburg 1997 (CONFINTEA V) set active citizenship high up on the agenda of adult learning and invited Member States to an interim conference looking at the progress eventually made in that field. A Pan-European CONFINTEA follow-up conference in Sofia 2002 which was supported by the EU Commission set a landmark by a multicultural approach to citizenship in a changing world. In September 2003 a worldwide Interim follow-up conference will take place in Bangkok, dealing with this issue. UIE prepared an international interim conference on active citizenship and lifelong learning in 2002 in Hamburg, which is well documented (see reading list).

7. Next steps

7.1. Mapping exercise

The first task of the consultants for group G appointed by the Commission in July 2003 will be the mapping exercise. It will have to include the new LLL reports, the adult education and training reports presented at the first meeting of directors general in adult education in Nicosia during the Greek presidency (with a special chapter on active citizenship education), the new National Action Plans for Social Inclusion 2003, the inclusion parts of the employment reports and last not least the good practice available at European level in the education and training programmes. The work of the European Foundation for the Improvement of Living and Working Conditions in Dublin with its focus on social inclusion and education and the work of EUMC in Vienna monitoring racism and xenophobia in Europe will be of special interest. For guidance a special call for tender initiated by the European Commission's Expert Group on LLGuidance will provide an in-depth valorisation. The synthesis report on policies for career guidance in Europe, commissioned by CEDEFOP, will be available in October.

7.2. Analysis of good practice/ study visits

For all working groups stage 2 has the following tasks:

- Exchange and analysis of good practice (as submitted by Member States)
- Study visits (possibly, only on the initiative of the Member States)

The major task will consist in identifying critical factors of success/failure (on the basis of the exchange of good practice and peer review). For the next meetings working group members are currently proposing by e-mail exchange to the Commission a first series of key issues based on the priority list. They are taking into account the quality of the proposals for the good practice analysis already made. The Commission will soon make a final proposal to working group G for the selected examples of good practice to be dealt with during stage 2. A list of the examples sent in before 2 July has been set up (see annex). Some proposals concerning education and science, especially for girls and women, and investment for have been transferred to more specialised objectives working groups.

For the next two meetings the experts were invited to propose good (policy) practice on a revised template for the following areas: active citizenship education, disabled in education and training and guidance, persons without school leaving certificates; opening

tertiary level education; learning regions, Roma in education and training. The consultants team will choose two or three areas for the seminar in October on the basis of the quality of the good practice proposals.

7.3. Subgroups

It was decided to set up a working group for an appropriate working definition for active citizenship at European as well as local and global level and to invite working group B to send experts for co-operation. The group will be co-ordinated by UNESCO Institute for Education (UIE), Hamburg, which is member of the working group. UIE has expressed its interest to feed back the discussions at European level to the preparation process for the CONFINTEA V Interim Follow-up conference in Bangkok in September 2003.

It was also decided to set up an other specific working group on the disabled and other people with special needs in education.

7.4. Indicators

A comment on the progress report and the new work programme of SGIB will have to be prepared by electronic communication by 22 September (next SGIB meeting).

7.5. Calendar

For 23/26 October Iceland has proposed a two-day seminar for working group G. It has just been confirmed by the Commission and will be dedicated to the analysis of good practice. The next one-day meeting in Brussels will probably take place in the beginning of December.

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Annex 2 - Highest priorities by objectives and key issues (02/07)

Objective 2 Facilitating the access of all to education and training systems

Objective 2.1 Open learning environment

Key issue 1: 'Broadening access to lifelong learning by providing information, advice and guidance on the full range of learning opportunities available'

The accessibility of information was identified as a first step and an important quality issue for educational services. Quality in guidance services (1) should regard the assurance of independence of the services, a system of certification and continuing training of counsellors and the effective reach-out to vulnerable groups. Multicultural, linguistic, class and intergeneration guidance and also guidance in small and medium sized firms should have priority in quality improvement policies. The structures of guidance services should be based on shared responsibility and partnership between educational, social and youth services, local enterprises, social partners, NGOs and voluntary services. Guidance provision for 'second chances' should be extended from 'early school leavers' to all age groups, as the concept of lifelong learning is going far beyond young school leavers and will include persons at any age who want to get their basic education and competencies completed, certified or just brushed up.

Key issue 2: 'Delivering education and training so that adults can effectively participate and combine their participation in learning with other responsibilities and activities'

Many obstacles to the participation of persons with social responsibilities in LLL, especially of parents (2) were identified. The reliable provision of childcare as recommended by the Lisbon Council should be extended to the provision of day care facilities for any other family member or partner depending on reliable regular care. Some new parental leave models in Europe including attractive positive actions for fathers have been proposed and will be of special interest for analysis and debate.

High attention will be paid to the process of opening third level learning institutions (3) (not only universities) to a broader public. Provision of special arrangements for (single) parents in terms of flexible time tables in the educational institutions, at work and in childcare provision, continuing tutoring for non-traditional learners, preparatory and support courses and direct access for candidates for degrees find special interest.

The approach to educational leave (4) in Europe differs largely. Some countries already have legislation or agreements between social partners while others have not yet started a debate. The situation in countries with educational leave opportunities will be examined in the light of offering equal access to learning to women and to all vulnerable groups in the work place like low skilled workers and employees, atypical workers, workers and employees with fragile contractual situations, ageing and migrant workers, employees and self-employed. Countries without educational leave provision will contribute to the debate by explaining their differing policy objectives in this field.

Key issue 3: 'Ensuring that learning accessible for all in order to better respond to the challenges of the knowledge society'

Among a broad range of obstacles the lack of multicultural curricula (5) is regarded as a major problem. With national curricula and learning materials are developed, the participation of ethnic and cultural minority groups will be of special interest.

Special obstacles to ensuring that learning is accessible for all are encountered by persons working for **small and medium sized and micro enterprises (6)**. **Job-rotation and co-funding schemes** should be discussed by social partners and other educational and economic policy makers. There are a full range of examples of good practice at European level (European job-rotation network) and national level to be examined for further recommendations.

There was great concern that unless the problem of **financing access and participation in LLL** for excluded persons from public or private sources in an open, flexible and reliable way, all the other structural and content oriented policies might be in vain in the end. Group G will deal with this essential issue deeply affecting social inclusion if group D (investment) decides not to take this aspect and the corresponding good practice into account.

Key issue 4: 'Promoting flexible learning paths for all'

Modularization (7) of all certified curricula shall be examined in its methodological effects in open flexible learning processes. While working group H is concentrating on the necessary curricular changes and the modular certification methodologies for all, working group G will evaluate its socially inclusive effectiveness and efficiency and its openness to democratic participation of the citizens. The necessary standardisation of content should leave space for democratic debate in politically controversial areas and demonstrate respect for gender-mainstreaming and diversity.

Combinations of working and learning (8) developed for **employed persons without school leaving certificate** are of special interest as a flexible learning path. All persons with a lack of basic education and key competencies ***at all ages*** should have access. Lifelong learning chances for these adults should not only concentrate on formal learning, but also include non-formal and informal learning opportunities supporting employability as well as personal fulfillment and empowerment for active citizenship participation.

Key issue 5: 'Promoting networks of education and training institutions at various levels in the context of lifelong learning'

Strategic task forces for LLL (9) set up in some countries at national level, but also at regional and local level, will be considered as back bones for integrated and flexible approached. Notably networks in learning cities and regions will be taken on board as examples of good practice bringing together all stakeholders in the field of education and culture (including museums, libraries, theatres...).

The efficiency and effectiveness of **European and international networks (10)** will be a second back-up strategy for closer consideration: Between public education and training providers, private education and services in public interest, between full-time, parttime and self-employed teaching staff, between the social partners, representing the employers' side and the trade unions representing the teaching staff and in full time learning for adults sometimes also the adult learners' interests, between pupil or students unions and, as far as pupils in schools are concerned, also including the parents. Improved **cooperation with the media** at all levels was regarded as a special opportunity for the future of adult learning. Such multidimensional networks could give professional support to the **adult learners' weeks and festivals** all over Europe and attract non-traditional learners.

Objective 2.3 Supporting active citizenship, equal opportunities and social cohesion

Key issue 1: 'Ensuring that the learning of democratic values and democratic participation by all school partners is effectively promoted in order to prepare people for active citizenship'

Two ***updates for the objectives text (11)*** were proposed for objective 2.3, key issue 1.

1) The group proposed to extend the priority of democratic citizenship education to all sectors of education and ***not to limit it to schools only***, as suggested in the text of the objectives report.

2) Children at school *are **young citizens***. They should be treated as such at school age already and should be taught how to become actively engaged in democracy inside and outside schools. The objectives report text therefore should be adapted accordingly.

A ***subgroup*** was set up to compare current definitions in ore detail and to analyse useful support structures for active citizenship education and training.

Three areas for future action were identified for this key issue:

- ***Provide political support to active citizenship in lifelong learning by ensuring that citizenship skills and competencies become essential life skills (12)***.

Working group B is currently developing a European framework for basic skills. It has proposed the following definition of 'civic competencies': 'set of competencies that allow the individual to achieve participation in civil life' and also included part of active citizenship competencies in their definition of 'interpersonal, intercultural, social competencies' and of 'learning to learn" competencies, the latter supporting the learner autonomy throughout life. In addition, learning to learn skill will ensure more independence of the learner's perspectives, strategies and open not only formal, but also more informal and non-formal sources for lifelong learning to them.

- ***Practice and extend partnerships in active citizenship education at all levels (13)***

Education system should be open for partnership and shared decision-making with the participation of all stakeholders at the different levels:

- School-centered partnership (parents, teachers, students: formal partnership in councils/committees)
- Enlarged non-formal school-partnerships (with local community, social partners, NGOs and social movements, other local actors)
- Participation in all sectors of educational and training:
 - School structures, youth education structures, elected bodies (out of school), NGOs and other organisations, adult learning structures (universities, general and civic adult education, vocational education and training).

- ***Ensure democratic participation throughout the learning process (14)***

Participation rights and opportunities of learners in educational institutions were regarded as essential elements of a high quality learning environment for active citizenship education. Participation of pupils and students in lifelong learning should also include relevant influence on curricular planning, choice of learning material and methods, the learning environment, the assessment of the outcomes, including self-assessment, and the evaluation. Adapted rules and laws and financial incentives could support change, as it is still a long way to go from teaching to facilitating learning. Education systems should also ensure opportunities for the acquisition of appropriate skills and competencies for participation within their pedagogic institutions.

Key issue 2: 'Integrating fully equal opportunity consideration in the objectives and functioning of education and training'

The group gave highest priority to strategies preventing racism and xenophobia, Watching or monitoring systems (15) in educational institutions, a better legal basis, awareness raising campaigns and the employment of staff from minority groups belong to the recorded details for future work.

Creating equal opportunities for Roma and Sinti/Gypsies (16) throughout Europe was looked upon as a special challenge growing quickly due to their remarkable percentage in the population in some accession countries. If time allows, (other) migrants will be the second important group among the activities concerning equal opportunities in education throughout life.

Key issue 3: 'Ensuring fair access to acquisition of skills for the less privileged or those currently less well served and motivating them to participate in learning'

Persons with disabilities (17) were selected by members of group G as the highest priority group in the European Year of Persons with Disabilities 2003. As definitions of "disability" or "special needs" vary widely across Europe, a subgroup shall deal with clarification.

A broad range of policy proposals was collected covering learning citizens with disabilities or 'special needs' of all ages, including those in transition from working life to retirement and those undergoing a process of fragilisation of their health in later life. More awareness for these issues and knowledge about the state of the art for solutions already available should be promoted within the wider population and among decision-makers. The actions proposed started with removing physical barriers and obstacles to learning by making best use of all the tools already known and available. Specialized services in all educational institutions could set up personal plans together with persons with disabilities in order to provide open and flexible access. Including persons with disabilities in learning at work and in educational institutions should become a quality criterion in Europe. Proposals were asking for more strategic approaches to 'special needs', because the discussion showed that once 'remedial systems' are established they might invite exclusive systems to stay where they are without changes in rules or structures. Inclusive legislation in education and training, additional helpers and guides and more flexibility in the normal system were priority proposals for effective alternatives. Some experts saw the problem in externalising too many services for disabled persons to non-governmental voluntary organisations. There should be the same good level of individualised quality provided and systematically monitored. Due to this negative trend experts also wanted to see a more ambitious minimum level of competences (at level 5) for persons with disabilities provided at school age or later in life.

Annex 3 – Overview good (policy) practices by countries until 02/07/03

For all working groups stage 2 has the following tasks:

- Exchange and analysis of good practice (as submitted by Member States)
- Peer review (possibly, only on the initiative of the Member States)

Identification of critical factors of success/ failure (on the basis of the exchange of good practice and peer review). For the next three meetings the Commission proposes to choose a first series of key issues from the priority list of working group G taking into account the quality of the proposals for good practice analysis which have already been delivered.

Examples of good practices proposed

<u>Country</u>	<u>Initiative/ Project</u>	<u>Language/ submitted form</u>
Austria	<ul style="list-style-type: none"> • SeniorInnenplattform für politische Partizipation im 15. Wiener Gemeindebezirk (Senior citizen platform for political participation in the 15th District of Vienna) • Grundsatz'erlass zum Unterrichtsprinzip Politische Bildung vom 11. April 1978 (Guidelines of the Ministry of Education concerning civic education of 11 April 1978) • Service-Stelle Menschenrechtsbildung am Ludwig Boltzmann Institut für Menschenrechte (Service for Human Rights Education at the Ludwig Boltzmann Institute for Human Rights in context of UNESCO decade for Human Rights education) • Clearing: Projekt zur Abklärung von beruflichen Entwicklungsmöglichkeiten für Jugendliche mit besonderen Bedürfnissen (Project for clarifying vocational career chance for young persons with special needs (Initiative of Ministry for Social Security and Generations) • FFORTE Programm zur Förderung von Frauen in Forschung und Technologie (Programm for supporting chances of women in science and technology) 	<p>English/ analysis German/ short description</p> <p>German/ longer description</p> <p>German/ description</p> <p>German, since 2002, analysis</p>
Czech Republic:	<ul style="list-style-type: none"> • Strategy for the provision of advisory services in the field of education and employment in the Czech Republic 	English, analysis
France	<ul style="list-style-type: none"> • Un nouvel enseignement intégré des sciences et de la technologie à l'école primaire - Du 	French, Priority in

	<p>questionnement à la connaissance en passant par une investigation expérimentale</p> <ul style="list-style-type: none"> • Teaching Science and Technology in French Primary schools: a countrywide reform • De la mixité à l'égalité dans l'éducation nationale 	<p>other working group French, Priority in other working group French, Gendermainstreaming in schools</p>
Germany	<ul style="list-style-type: none"> • Learning Regions: Innovation close to the citizens (Bürgernähe und Innovation) (Within the context of the national project: Co-financing Lifelong Learning) with example: Learning Region Osnabrück (published in OECD report on good practice in financing LLL) 	<p>German, short and longer description (from OECD text); evaluation available on demand</p>
Greece	<ul style="list-style-type: none"> • The Hellenic Open University • Second Chance Schools 	<p>English, analysis</p>
Hungary	<ul style="list-style-type: none"> • Equal opportunities for women re-entering the labour market and socially disadvantaged young persons • Promoting flexible shorter learning • Supporting young people (18 - 30) to start their own business or become self-employed • Strengthening networks of counselling and educational systems for 18-30year old persons 	<p>English, short descriptions</p>
Iceland	<ul style="list-style-type: none"> • EDUCATE: Co-operation forum between the educational sector, social partners local authorities and others interested in education and training • Learncom: Small local economies preparing for radical changes and preventing unemployment by LLL 	<p>English, analysis</p>
Ireland	<ul style="list-style-type: none"> • Adult Education guidance Initiative (AEGI) 	<p>English, longer description</p>
Lithuania	<ul style="list-style-type: none"> • Education guidelines: Strategic Provisions for Lithuanian Education Development 2003-2012, Chapter III: Guaranteed accessibility, social justice and continuity 	<p>English, longer description</p>
Norway	<ul style="list-style-type: none"> • Follow-up service for school leavers in upper 	<p>English, analysis</p>

	secondary education in Norway	
Romania	<ul style="list-style-type: none"> • Comprehensive national networking strategy to guidance and counselling 	English, longer description
Slovakia	<ul style="list-style-type: none"> • Creating Co-ordinator for students with handicap/disabilities • New Study and Vocational Possibilities for Visually Handicapped Students (TEMPUS-Project) • Democratic citizenship education: Project Citizen (Milan Simecka Foundation and the National Institute for Education for basic schools) • Each ministry with Human resources department looking after LLL for their employees • Inhabitants with granted asylum are provided with language courses (Slovak) (for finding job and for social cohesion) 	English, mentioned English, analysis English, short description English, mentioned English, mentioned
Slovenia	<ul style="list-style-type: none"> • Children's rights, pupils' participation and the school parliament in Slovene elementary education 	English, longer description (essay)
Sweden	<ul style="list-style-type: none"> • (National) Favourable study support system completed with adult education recruitment grants • National initiative: Maximum fee for pre-school activities etc. • National initiative: Participation and influence for students in higher education • The new Swedish Study Assistance Scheme 	All in English, analysis
Turkey	<ul style="list-style-type: none"> • Information and communication technologies in education system • The Project of Learning Centers (MONE and Distance Education Foundation) 	ICT group English, analysis
CEEP	<ul style="list-style-type: none"> • London Underground: "The Learning Zone" basic skills programme (updating basic skills of simple employees in changing working environment, inclusion in shift patterns...) • Northamptonshire County Council: Learn 2 Live (out of hours study support for children in ethnically diverse community) 	English, description, evaluation available on demand English, description, evaluation available on demand

CSR	<ul style="list-style-type: none"> • Education Business Partnerships - Supporting Learning Communities • Workwise - enterprise and employability skills for all 	English, descriptions with longer analytical parts
EAEA	<ul style="list-style-type: none"> • NILE - Network-Intercultural Learning in Europe • Basic Education for Adults - The Path Back into Society (Roma population) (Phare-Lien programme) 	English, longer description English, analysis
EQUIPE-network	<ul style="list-style-type: none"> • Accreditation of prior learning at universities 	English, long description with analytical parts

Annex 4 – Updated reading list

Required Reading

Detailed work programme on the follow-up of the objectives of education and training systems in Europe

http://europa.eu.int/comm/education/keydoc/2002/progobj_en.pdf

Communication on Lifelong Learning

http://www.europa.eu.int/comm/education/life/communication/com_en.pdf

General European References to lifelong learning

Open and flexible learning

See good collection of documents provided by Eurydice (www.eurydice.org) for European and national level and by sectors of education from pre-school to university education

Conclusions of **Bruges Conference** 11-12 June on vocational education and training co-operation 10 – 11 June 2002

<http://www.eac.cec/events/2002/bruges-process/bruges-concl.pdf>

Recommendation on **mobility**

Interesting under migration aspect

http://europa.eu.int/comm/education/mobility_en.pdf

The **Bologna Process** on the European Space for **Higher Education**: an Explanation

<http://europa.eu.int/comm/education/socrates/erasmus/bologna.pdf>

The Role of the **Universities** in the Europe of Knowledge

http://europa.eu.int/comm/research/consultations/pdf/university_en.pdf

Updating the Union's approach in the context of the **Lisbon strategy**

Communication from the Commission to the Council, the European Parliament, the European and Social Committee and the Committee of the Regions (COM (2003) 112 final)

European Commission, Teaching and Learning - Towards the **Learning Society**

White Paper on Education and Training 1995

Learning for democratic citizenship

Learning for Active Citizenship

Mainly contains an important citizenship study published by former DG XXII in 1998. It contains a policy introduction and about the new dimensions and concepts and looks at promoting learning for active citizenship and the contribution of the action programmes, elements of good practice and recommendations for action

<http://europa.eu.int/comm/education/citizen/citiz-en.html>

White Paper: A new impetus for European **Youth**, COM (2001) 681, November 2001

Covering results from Member State feedback relevant for active citizenship, also in the work place, and social inclusion in 2.1/2.3

http://europa.eu.int/eur-lex/en/com/wpr/2001/com2001_0681en01.pdf

European *Citizenship* in Youth Work

A training course for youth workers and youth leaders on European citizenship education in youth work (in EN/FR for download):

<http://www.training-youth.net/>

White Paper: *European Governance*, COM (2001) 428, July 2001

Governing presented as a co-operative relation with the citizen, striving for transparency and openness

http://europa.eu.int/eur-lex/en/com/cnc/2001/com2001_0428en01.pdf

The *Future of the European Union* – Debate

Portal leading to all important documents at national and European level with the current debates on citizenship, governance in future Europe

http://europa.eu.int/futurum/index_en.htm

The Association for *Citizenship Teaching*

(UK organisation providing useful documents and links)

<http://www.teachingcitizenship.org.uk>

The School Field, International Journal of Theory and Research in Education,

Theorizing *Citizenship Education* I Thematic focus in: Volume X, Number 1/2 1999

Theorizing *Citizenship Education* II Thematic focus in Volume X, Number 3/4 1999

Theorizing *Citizenship Education* III Thematic focus in Volume XI, Number 1/2 2000

Theorizing *Citizenship Education* IV Thematic focus in Volume XI, Number 3/4 2000

Equal opportunities, social inclusion and learning

The Social Inclusion Process: Portal

Portal on European Social Inclusion Policies containing links to Common Objectives on poverty and social exclusion (Nice Summit December 2000), National Actions Plans against poverty and social exclusion, Joint Reports on Social Inclusion, Common Indicators for monitoring progress and comparing best practice, Community Action Programme to encourage co-operation between Member States to combat social exclusion, studies in the field, explanations on open method of co-ordination

http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/index_en.htm

Joint Report on *Social Inclusion*

Joint Report of the Council and the Commission submitted to the EU Laeken-Brussels Summit on December 14th 2001 (first EU policy document endorsed on poverty and social exclusion analysing the first set of National Action Plans on Social Inclusion presented by the 15 Member States earlier in 2001. Part of EU (Anti-) poverty strategy. Actions included education and training.

http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/joint_rep_en.htm

Eurobarometer Survey 56.1 on *Social Precarity and Social Integration*

(including 15 MS, DE/EN/FR)

EESC (ed.): Jobs, *Learning and Social Inclusion*: The work of the European ESC

(Lisbon Strategy: view of the EESC)
ESC-2000-018 (available in EN/FR)

Gerhard Bisovsky, Etienne Bourgeois, Michael Bron, Geoff Chivers, Staffan Larsson:
Adult ***Learning and Social Participation***, European Society for Research on the
Education of Adults (ESREA)/ Verband Wiener Volksbildung (ed.), Wien 1998

The School Field, International Journal of Theory and Research in Education
Social Justice in/and Education I Thematic focus in Volume XII, Number 1/2 2001
Social Justice in/and Education II Thematic focus in Volume XII, Number 3/4 2001
Focus on education for democracy and social justice in education in Volume XII,
Number 5/6 2001

Mária Machalová, Viera Prusáková (ed.): Attracting ***New Target Groups*** in Adult
Education, Bratislava 2002

LOCIN: Database on Local initiatives to ***combat Social Exclusion*** (including education
and training)

Commission contribution to the 2nd World Assembly on ***ageing***
COM (2002) 143 of 18/03/2002; EP resolution A5/2002/184 of 11/04/2002

Commission Report on the ***Exit Age from the Labour Market***

Immigration, Asylum and Social Integration

(Comprehensive presentation of the various legislative proposals and communications of
EU Commission and the contributions of European Economic and Social Committee to
combating the threat of xenophobia and racism by opinions based on common ground
and common values)

EESC-2002-008-EN (also available in FR and DE)

Anti-discrimination, Fundamental Rights and Civil Society: Portal

Portal providing access to Legislation in the field, to European Action Programme to
combat discrimination (2001-2006), EU anti-racism policies, description of selected
projects, social aspects of fundamental rights (Charter), Civil Society.

http://europa.eu.int/comm/employment_social/fundamental_rights/index_en.htm

Commission Communication on the interaction between immigration, employment and
social policies in the EU

Anti-Racism Directive 2000/43/EC

Establishing the principle of equal treatment irrespective of racial or ethnic origin

Commission Communication on an Evaluation of the progress made by ***the European
Monitoring Centre on Racism and Xenophobia***, including proposals for the amendment
of Regulation EC 1035/97 establishing the Centre

First European Report on ***Equality and Discrimination***

EU Commission: "European Commission calls for concerted effort to promote social
inclusion of Roma" (Press release on Roma integration (30/06/03), DN: IP/03/917)

(Commissioner Diamantopoulou about over 8 million Roma living in the Union after 2007, stating serious access problems to education and training)

European Year of people with disabilities 2003

Portal leads to current actions taken at EU level and in Member States and with links to different fields and examples of policies

<http://www.eypd2003.org/eypd/index.jsp>

Council resolution on *eAccessibility* - improving *disabled people's* access to the Knowledge Based Society (SEC (2002) 1039 of 26/09/2002)

Benchmarking report eEurope 2002

COM (2002) of 05/02/2002

http://europa.eu.int/information_societ/eeurope/news_library/new_documents/benchmarking/benchmarking_en.pdf

Communication from the Commission to the Council on the UN Convention on *Human Rights of People with Disabilities*

More links on the subject:

<http://www.training-youth.net/tkis.htm>

<http://www.salto-youth.net/>

Publications of the European Agency for Special Needs Education

<http://www.european-agency.org/>

Gender-Mainstreaming/ Gender equality

Gender Equality/Gender Mainstreaming Portal

Important for gender mainstreaming objective

Portal giving access to definition, legal base, Commission method, tools, documents and further links to policies of international organisations in this field

http://europa.eu.int/comm/employment_social/equ_opp/gms_en.html

Commission Annual report on equal opportunities for women and men (2003) COM (2003) 98 final

http://europa.eu.int/comm/employment_social/news/2003/mar/ip03323-en.pdf

Framework Strategy on *gender equality work programme* for 2002 COM (2001) 773 of 17/12/2001

Directive amending directive 76/207/EEC on the implementation of the principle of *equal treatment for men and women* as regards access to employment, vocational training and promotion, and working conditions.

Social inclusion, lifelong learning and work

Communication from the Commission to Member States revising the Guidelines for the Community initiative EQUAL concerning transnational co-operation to promote new means of *combating all forms of discrimination and inequalities* in connection with the labour market

Commission Communication concerning *Corporate Social Responsibility*

COM (2002) 347 of 02/07/2002 (Green Paper in 2001, Communication on integrating social concerns and environmental concerns in business operations, taking into account the opinions expressed in the consultation by stakeholders as well as the views of the European Parliament, The Council, the Economic and Social Committee and the Committee of the Regions.

Consultation of the social partners: "*Anticipating and managing change*: a dynamic approach to the *social aspect* of corporate restructuring"
SEC (2002) 22/5 of 15/01/2002

European Social partners (UNICE, CEEP, ETUC)(ed.): Framework of *actions for the lifelong learning* development of competencies and qualifications, 28/02/2002

European Social partners (UNICE, CEEP, ETUC)(ed.): Framework of *actions for the lifelong learning* development of competencies and qualifications, First follow-up report, 2003 (full text in CIRCA)

The European Charter for *Small Enterprises*
(approved at Feira Council 2000 including availability of skills and education and training and actions for greater social inclusion, with annual follow-up reports)
http://europa.eu.int/comm/enterprise/enterprise_policy/charter/

World Commission on the Social Dimension of Globalisation established by ILO with participation of EU Commission and all major European stakeholders
http://europa.eu.int/comm/employment_social/news/2003/feb/ilo_globalisation_en.html
<http://www.ilo.org/public/english/wcsdg/index.htm>

Quality of life and learning

European Foundation for the Improvement of Living and Working Conditions, Monitoring Quality of Life in Europe, Luxembourg 2003 (including education and training and social aspects, contribution to Lisbon Strategy)

Benchmarks, Indicators, Surveys

European Report an *Quality Indicators* of Lifelong Learning
(Background paper for understanding work on indicators, not very special so far for 2.1/2.3)
<http://www.europa.eu.int/comm/education/socrates/erasmus/bologna.pdf>

European *benchmarks* in education and training: follow-up to the Lisbon European Council
http://europa.eu.int/comm/education/keydoc/2002/bench_en.pdf

Guido Strack: Towards a European knowledge-based society: the contributions of *men and women*, in EUROSTAT "Statistics in focus", Theme 9 - 5/2003

Christel Aliaga & Karin Winqvist: How *women and men* spend their time - results from 13 European countries, in EUROSTAT "Statistics in focus", theme 3-12/2003

Other links

Eurydice (research, information, documents on national education systems in Europe)

<http://www.eurydice.org>

CEDEFOP (research, information, documents on vocational training and lifelong learning)

<http://www.cedefop.eu.int/>

CEDEFOP Lifelong guidance:

<http://cedefop.communityzero.com>

ETF (European Training Foundation)

<http://www.etf.eu.int>

European Foundation for the Improvement of Living and Working conditions

<http://www.eurofound.eu.int>