



ENABLING LIVELIHOODS

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Context of presentation

- Enable
 - activate;
 - make it possible.
- Livelihood
 - a means of securing the necessities of life;
 - means of support or subsistence.



Possible roadmap

- Enablers
 - Motivation;
 - Education.
 - Livelihood
 - Professional;
 - Civic, social and cultural.
- 



Lifelong Learning

European Commission - The Lifelong Learning Programme (LLP) was designed to enable people, at any stage of their life, to take part in stimulating learning experiences, as well as developing education and training across Europe.



Education

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. UNESCO believes that education is a human right for all throughout life and that access must be matched by quality.





VALUE of LEARNING

Qualifications

(frameworks, mobility)

Society

(values, achievements)

VALUE of LEARNING (cont.)

Qualifications

Frameworks

European Qualification Framework

TUNING

Mobility

Washington Accord

Erasmus program

VALUE of LEARNING (cont.)

Society

Values

Multicultural

Civic, social and cultural engagement

Achievements

Badges

Diplomas, certificates



ALL

Pedagogy, Andragogy and
Gerontagogy

(practices, research)

Assessment

(proof, proper)

ANY MODE

Effectiveness vs Efficiency

(goals, choice)

New Tools

(access, global)



A DREAM?

Education for All

(world, investment)

Sustainable future

(change, higher ground)



Livelihood - Social, cultural and civic

- Australian Civics & Citizenship Professional Learning Package (2010)
- Council of Europe (2016)
- CALOHEE/TUNING Framework of competences (2018)



CALOHEE/TUNING Framework Dimensions

1. Societies and Cultures: Interculturalism;
2. Processes of information and communication;
3. Processes of governance and decision making;
4. Ethics, norms, values and professional standards.

TUNING/CALOHEE Framework (examples)

- Demonstrate critical understanding of communalities and differences in and between *societies and cultures* (**Knowledge – cultures**)
- *Review and judge (mis)use of sources, data, evidence, qualities, intentions and transparency and expert opinions* (**Skills – information and communication**)
- Active contribution to and with local and (inter)national communities, community groups, (political) organisations and pressure groups respecting agreed principles, norms and values (**Attitudes – governance and decision making**)



FINAL NOTES

Research, research and research
(share, rigor)



Thank You!
Obrigado!

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