



Working Group G on open learning environment, active citizenship, social inclusion

Minutes of 1st Meeting

Date: 23 January 2003, 9.30 a.m. – 5.30 p.m.

Place: Centre Albert Borschette, Brussels

1. Welcome

Ms Verli, Commission, welcomed the experts to the first meeting of working group G, which included experts from Accession Countries and certain stakeholders at European level. Ms Verli pointed out that the work on the educational objectives is a political exercise requested by the Education Ministers and the Heads of States. Ms Verli indicated that continuity of working group members is regarded as an important factor contributing highly to the quality of the working group.

2. Short presentation of the members of working group G

An updated list of members of working group G figures in annex to the minutes.

3. Overview of European policy context

Ms Verli explained the Lisbon strategy on the knowledge-based economy and society and described the open method of co-ordination and its tools. She presented to the experts the three new overall educational objectives of improving quality, access and openness in educational systems all over Europe and the thirteen common objectives already agreed upon by the Ministers in February 2002.

Ms Verli also reported on the parallel policy development process in Lifelong learning, which forms part of an integrated approach together with the objectives process. All Member States and Accession Countries will report to the Commission in May 2003 about their strategies to reach the LLL objectives. She also referred to other new policy initiatives in the field of education and training such as the Communication on investing efficiently in education and training. Working group G will have during the next meeting an introduction to indicators and benchmarks proposed by the Commission and there will be a thorough discussion based on the opinion of the Standing Group on Indicators.

▪ European Guidance Forum

John McCarthy, DG Education and Culture, Directorate B, presented to the experts the work of the Commission's Expert Group on Lifelong Guidance, which he is co-ordinating. One of the mandates of this expert group is to support the work of Groups G and H of the Objectives follow-up work programme. The Expert Group had agreed to

develop a manual on guidance policies for supporting policy makers in this field. John McCarthy invited the experts of working group G to send relevant material on Lifelong Guidance to him in order to support the work of his group (John.McCarthy@cec.eu.int). The work of the Expert Group can be accessed, followed and contributed to by Group G members at the following virtual community address:

<http://cedefop.communityzero.com/lifelong> guidance.

- **EYPD: European Year of Persons with Disabilities**

Frank Marx, DG Employment, reported on concept and activities of the European Year of Persons with Disabilities. The new perspective is based on the concept of a “social model” of disability: The social environment is “disabling” the individual. “Participation” and “giving persons with disability a voice” in an inclusive society are therefore as important issues as allowing the persons in their social context to learn about disabilities. Equal access still is an important issue for vulnerable groups and should not be underestimated. DG Employment is preparing a communication with follow-up proposals until the end of 2003, in which access and citizenship will play an important role.

4. Introduction to mandate, working procedures, workplan and timetable

IN order to be able to prepare the Interim Report on the state of the “objectives” exercise requested for the Spring Council in March 2004 the Commission should be able to adopt the report in early October. At this purpose July 2003 is the first production deadline for the working groups and working groups (like G) with a late start are expected to contribute in some way. It can be expected that at least “a little something” can also be reported back to the Ministers from these working groups (like G) with a late start. In August and in the beginning of September Commission services will work on these drafts. From October to January work in group G will be continued. In this period the two-day seminar will take place which could not be prepared in Germany for April 2002.

Each stage of the three working phases should only have two meetings. It is therefore expected that working group G might reach stage 2 until July already and stage 3 early next year. Analysing research results will only be an important background activity.

A simple and attractive language should be chosen for the policy recommendations to the Ministers who look for a selection of those issues where interventions are needed most urgently. The current list in the work programme for the objectives report is only reflecting the first stage of the process. Other important fields can be added to this “indicative” list, which is basically to be regarded as an open one.

All experts were invited to build their work on existing research and policy work, especially at European and international level. The UN Decade for human rights education from 1995 to 2004 was given as an example as it is covering the values underpinning formal, non-formal and informal education. Some experts were also involved in the Council of Europe’s recent and current work on Education for Democratic Citizenship. Sites for good practice have been identified in this context which may be interesting for the work of the group. The current work on the European Convention is also important for this group’s work.

The issue of overlapping areas of work within the objectives report follow-up was discussed with the experts from different perspectives. Ms Verli asked them to regard

these “overlaps” as “complementary” fields and confirmed that there would be intensive exchanges between the co-ordinators of the working groups.

The Commission is currently preparing access to the CIRCA-System, which allows direct access of all group members to important working documents. An introduction to using it might already be provided next time.

5. Discussion on key issues and definitions included in objectives 2.1 and 2.3

Ms Verli considered with the experts the list of themes already established in the work programme of the objectives report explaining to them the major directions to take and giving them good examples for the working method. The group completed its work on all objectives under 2.1 and the first objective under 2.3. The relevant proposals made so far for these objectives are documented in the table in Annex 1. The experts should check immediately after receiving the draft minutes whether all of their proposals for objectives 2.1 and 2.3 are well documented.

Contributions to the last two objectives under 2.3 would have to be part of the experts' homework. Ms Verli advised the experts not to spend too much on time on objective 2.3.3, which is mainly repeating the objectives of 2.1.3.

6. Tasks for preparation of next meeting

The experts were requested to:

a) Prepare a written *short overview* of what was currently happening in their country in all of the fields of education and training related to objectives 2.1 and 2.3. (Who does what for whom where, who are the actors, which are the structures available, including not only formal, but also non-formal and informal areas and all age groups)

b) Correct, if necessary, and develop further the results of the first meeting in terms of:

- **Definitions:** suggestion of or further work on agreed definitions of key issues for all of the objectives under 2.1 and 2.3

- **Themes:** identifying more themes for collecting good practice and prioritise areas which need intervention most urgently (first, second, third)

- **Indicators and benchmarks:** identifying the first areas for which indicators and benchmarks may be needed, reporting on interesting indicators and benchmarks used at national or regional level or to find other useful figures and means for monitoring the policy development.

The homework should be sent to Monika Oels (Monika.Oels@cec.eu.int) as soon as possible as background information for preparing the next meeting.

It is expected that a consultant to assist the Commission in preparing the future group work will be selected by the time of next meeting and his first assignment will be the agreed *mapping exercise*.

7. AOB

The Commission will inform the working group about the date for next meeting as soon as a decision has been taken. The date of 28 March was communicated in the meantime.

LIST OF PARTICIPANTS

WORKING GROUP G

Austria :

Helmut Bachmann
Bundesministerium für Bildung, Wissenschaft und Kultur
e-mail: Helmut.bachmann@bmbwk.gv.at
tel: +431 531204706
fax: +431 53120814706
address: Minoritenplatz 5, 1014 Wien

Copy to
Ruhs Christian
e-mail: Christian.ruhs@bmaa.gv.at

Belgium :

Bart Maes
Ministerie van de Vlaamse Gemeenschap
Dienst voor onderwijsontwikkeling
e-mail: Bart.maes@ond.vlaanderen.be
tel: +3225538820
fax: +325538835
address: Koning Albert II-laan 15, 1210 Brussel

Bastien Michel
inspecteur du cours de morale
e-mail: Michel.bastien@skynet.be
tel:
fax:
address: Communauté française
3 rue de Virginal, 7090 Hennuyères, Belgique

Kuppens Georges

e-mail: georges.kuppens@dgov.be
tel:
fax:
address:

Bulgaria

Mr. Miltcho PETROV
State expert, Ministry of Education and Science
e-mail: M.Petrov@minedu.government.bg
tel: +359 2 921 76 16, +359 2 981 18 06
fax: +359 2 981 36 46
address: Ministry of Education and Science, 2A, Kniaz
Dondoukov blvd. 1000, Sofia, Bulgaria

Cyprus

Tryphon Pneumatics
Director of higher and tertiary education
e-mail: daae@moec.gov.cy
tel: 00357 2280 0617
fax: 00357 2242 7560
address: Ministry of Education and Culture Nicosia 1434

Council of Europe

Olöf Olafsdottir

Head of Department of School an out of school
Education.

e-mail: olof.olafsdottir@coe.int

tel: +33 3 88 41 23 39

fax: +33 3 88 41 27 06 88

address: Council of Europe Directorate General IV, F-
67075 Strasbourg CEDEX

Angela Garabagiu

Administrator

Division for Education for Democratic Citizenship and
Human Rights Education

Directorate of School, Out-of-School and Higher
Education

e-mail: angela.garabagiu@coe.int

tel: +33 (03) 90 21 45 20

fax: +33 (03) 88 41 27 06

address: Directorate General IV, Education, Culture and
Heritage, Youth and Sport
Council of Europe, F - 67075 Strasbourg

CEDEFOP

Jeniner Wannon

e-mail: jwa@cedefop.eu.int

tel:

fax:

address:

DG EAC

Angela Vegliante(A4):

e-mail: angela.vegliante@cec.eu.int

Friedrich Wittib (A2):

e-mail: friedrich.wittib@cec.eu.int

Lars Jakobsen (A4):

e-mail: lars.jakobsen@cec.eu.int

Schild Hans-Joachin (D1):

e-mail: hans-joachim.schild@cec.eu.int

John McCarthy (B1):

e-mail: john.mccarthy@cec.eu.int

DG EMPL

Armindo Silva

Head of Unit

Social protection and inclusion policies DG Employment
and Social Affairs European Commission

e-mail: armindo.silva@cec.eu.int

tel: + 322-2960231

fax: + 322-2990509

address:

Frank Marx

European Commission

Directorate - General Employment and Social Affairs

Unit E-4 Integration of people with Disabilities

e-mail: frank.marx@cec.eu.int

tel:

fax:

address: B-1049 Brussels, Belgium

EAEA

Mr János Tóth

President of the EAEA

Hungary

Hungarian Folk High School Society

e-mail: mnt@nepfoiskola.hu

tel: +361 4570733

fax: +361 4570734

address:

UNAPEC / ACCODEN (NETWORK)

Mr Hervé Dalmais

Union Nationale pour la promotion pédagogique et
professionnelle dans l'enseignement catholique

e-mail: Herve.dalmais@wanadoo.fr

tel: 0033 1 53 68 60 00

gsm: 0033 687 83 52 48

fax: 0031 53 68 60 01

address: 35 Rue Vaugelas, F-75739 Paris Cédex

Equipe

Alfredo Soeiro

Proreitor Univercida de Porto

e-mail: Avsoeiro@reit.up.pt, acn@reper-portugal.be

tel: +351 22 6073595

fax: + 351 22 6098736

address: R.D. Manuel II, 4050-345 Porto

CSR Corporate Social Responsibility

Mr Peter Thompson

Educational Adviser Business in the Community

e-mail: peter.thompson@bitc.org.uk

tel: 0044 207566 8787

fax: 0044 7850754 066

address:

<u>CEEP</u> Ms Regine Prunzel Europabüro des deutschen Landkreistages e-mail: regine.prunzel@eurocommunalle.org or: DLT@eurocommalle.org tel: +32 2 7401630 fax: +322 7401631 address: Avenue des Nerviens 9-31, B 1040, Bruxelles	
<u>ETUC/CES</u> Mr Antonio Giacché e-mail: agiacche@etuc.org tel: +32 2 224 05 88 fax: + 32 2 224 05 54 or 55 address: Bd. Du Roi Albert II, 5 B 1210 Brussels	
<u>UNESCO</u> Carolyn Medel-Anonuevo <i>UNESCO Institute for Education</i> e-mail: 2cma@gmx.net tel: 4940-44804125 fax: 4940-4107723 address: Feldbrunnenstr 58 20148 Hamburg, Germany	
<u>DARE</u> network (Democracy and Rights Education in Europe) Wim Taelman VORMEN vzw (Flemish Organization for Human Rights Education) e-mail: wim.taelman@vormen.org tel: + 32 3 293 82 15 fax: + 32 2 611 75 18 address: Lange Gasthuisstraat 29, 2000 Antwerpen (Belgium)	

- Education for free
- Private investment in education
- Use studies for 4 priorities
 Guidance { Quality Assurance (CS)
 Individualized Path (CS)
 Partnership (groups) (CS)
 In school / curriculum (CS)
- Use Pisa / Tim for indicators
- Investment (liaise) with group E
- Guidance (directed - political, global, interested - market, independent)
- Delivery (mandatory, costs, availability)
- Good practice - personal development plan (Euro record)
- Flexible learning - e-learning
- Networks of training institutions (facilitation)
- Monitoring & mapping system for special needs
- Partnership to competences + participation = citizenship
- Express interest in Good Practices → only after approval
- Effectiveness / accessibility / flexibility → together (CS)
- Prior learning (H?) (CS)
- Groups in need (CS)
- Networking (CS) EC?
- Employment / learning (CS)
- Assessing needs? (CS) →

ANNEX II : GLOSSARY

This glossary provides explanations of some of the key terms used in this Communication

active citizenship

The cultural, economic, political/democratic and/or social participation of citizens in society as a whole and in their community.

adaptability⁸⁴

The capacity to adapt to new technologies, new market conditions and new work patterns of both enterprises and of those employed in enterprises.

assessment

A general term embracing all methods used to appraise/judge the performance of an individual or a group.

certificate/diploma

An official document, which formally records the achievements of an individual.

certification

The process of issuing certificates or diplomas, which formally recognise the achievements of an individual, following an assessment procedure.

civil society

A 'third sector' of society alongside the state and the market, which embraces institutions, groups, and associations (either structured or informal), and which may act as mediator between the public authorities and citizens.⁸⁵

compensatory learning

The provision of learning which should have been acquired during compulsory schooling.

competence

The capacity to use effectively experience, knowledge and qualifications.

corporate social responsibility

The commitment of a corporate organisation to operate in a socially, economically and environmentally sustainable manner, while acknowledging the interests of internal and external stakeholders.

intergenerational learning

Learning that occurs through the transfer of experience, knowledge or competences from one generation to another.

knowledge-based society (or knowledge society)

A society whose processes and practices are based on the production, distribution, and use of knowledge.

learning community

A community that widely promotes a culture of learning by developing effective local partnerships between all sectors of the community and supports and motivates individuals and organisations to participate in learning.

learning facilitator

Anyone who facilitates the acquisition of knowledge and competences by establishing a favourable learning environment, including those exercising a teaching, training or guidance function. The facilitator orientates the learner by giving guidelines, feedback and advice throughout the learning process, in addition to assisting the development of knowledge and competences.

learning organisation

An organisation that encourages learning at all levels (individually and collectively) and continually transforms itself as a result.

learning region

A region in which all stakeholders collaborate to meet specific local learning needs and implement joint solutions to common problems.

lifelong learning

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

lifewide learning

All learning activity whether formal, non-formal or informal. Lifewide learning is one dimension of lifelong learning as defined in this Communication.

non-formal learning

Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

digital divide

The gap between those who can access and use information and communication technologies (ICT) effectively, and those who cannot.

digital literacy

The ability to use ICT proficiently.

eLearning

Learning that is aided by ICT.

employability⁸⁶

The capacity for people to be employed: it relates not only to the adequacy of their knowledge and competences but also to the incentives and opportunities offered to individuals to seek employment.

empowerment

The process of granting people the power to take responsible initiatives to shape their own life and that of their community or society in economic, social and political terms.

European governance

The administration of European affairs through the interaction of the traditional political authorities and 'civil society', private stakeholders, public organisations, citizens.

formal learning

Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

guidance

A range of activities designed to assist people to make decisions about their lives (educational, vocational, personal) and to implement those decisions.

identification (of competences)

The process of specifying and defining the boundaries and nature of competences.

informal learning

Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random).

recognition of competences

1) The overall process of granting official status to competences, (this is *formal recognition*), gained either

- formally (by awarding certificates) or

- in a non-formal or informal setting (by granting equivalence, credit units, validation of gained competences);

and/or

2) The acknowledgement of the value of competences by economic and social stakeholders (this is *social recognition*).

social inclusion

When people can participate fully in economic, social and civil life, when their access to income and other resources (personal, family, social and cultural) is sufficient to enable them to enjoy a standard of living and quality of life that is regarded as acceptable by the society in which they live and when they are able fully to access their fundamental rights.

valuing learning

The process of recognising participation in and outcomes of (formal, non-formal or informal) learning, so as to raise awareness of its intrinsic worth and to reward learning.