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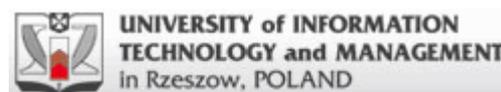
PROGRAMME OF THE MASON WORKSHOP

Socio-cultural factors and practices shaping the lifelong learning
landscape in Europe
Implications for LLL policy coherence

17 JANUARY 2012
FOUNDATION FOR RESEARCH AND TECHNOLOGY-HELLAS
HERAKLION, CRETE, GREECE
SEMINAR ROOM 1



With the support of the Lifelong Learning Programme of the European Union



Morning session: Socio-cultural dynamics shaping LLL in Europe and policy coherence

09:30-10:00	Welcome address and workshop objectives, Dr Kathy-Kikis Papadakis and Dr Andreas Kollias
10:00-10:15	Self-introduction of workshop members
10:15-10:30	Dr Bernhard Ertl (Universität der Bundeswehr, München, Faculty of Education, Germany) A framework for evaluating socio-cultural dynamics in LLL.
School leadership, professional development and networking (Co-ordinator: Dr Peter Nemeč)	
10:30-10:45	Dr Romuald Normand (Laboratoire Triangle, Ecole Normale Supérieure de Lyon, France) Lifelong Guidance as a regional policy: networks and partnerships to better share knowledge and skills among professionals.
10:45-11:00	Drs. Bob van de Ven (President of the Dutch Forum for Management in Education, Netherlands) New educational governance and the impact on the role of the school leader.
11:00-11:15	Dr Eleftheria Argyropoulou (University of Crete, Department of Preschool Education, School of Education, Greece) School Leadership and Self-Development.
11:15-11:30	Assoc. Prof. Yanka Totseva (Shumen University "Konstantin Preslavsky", Bulgaria) Bulgarian Teachers and Interactive Technologies.
11:30-11:45	Dr Peter Nemeč (Catholic University in Ruzomberok, Foreign Languages Department, Slovakia) Continuing education of teachers in the context of lifelong learning - legislative framework and practice.
11:45-12:00	Discussion
12:00-12:15	Coffee Break
Widening participation and promoting equity in education (Co-ordinator: Mrs Catherine Lockhead-Strzępka)	
12:15-12:30	Dr Marita Mäkinen (Research director, University of Tampere, School of Education, Finland) Equality and engagement in Finnish education.
12:30-12:45	Dr Andreas Kollias & Dr Kathy Kikis-Papadakis (Foundation for Research & Technology-Hellas, Institute of Applied and Computational Mathematics, Greece) e-Reading: Socio-cultural dimensions of resiliency and low achievement among disadvantaged students in Europe.
12:45-13:00	Discussion
13:00-14:15	Lunch break

Evening session: Case studies on best practice examples in promoting LLL in Europe

Promoting LLL in SMEs and the adult population (Co-ordinator: Dr Bernhard Ertl)	
14:15-14:30	Dr Bernhard Ertl (Universität der Bundeswehr, München, Faculty of Education, Germany) Qualification offensive Hesse (Qualifizierungsoffensive Hessen).
14:30-14:45	Tanja Maksimainen (Josek Ltd, Finland) A Local Development Company's services to enhance SME's business knowledge.
14:45-15:00	Maria Donkova (Paideia Foundation, Bulgaria) Voucher funding of adult education: a best practice in LLL in Bulgaria.
15:00-15:15	Catherine Lockhead-Strzępka (University of Information Technology and Management in Rzeszow, Institute of Economics, Poland) Universities of the Third Age: A demographic priority.
15:15-15:30	Discussion
15:30-15:45	Tea break

Focusing on the learning needs of school children to promote achievement and equity (Co-ordinator: Mrs Maria Donkova)	
15:45-16:00	Andrea Rossi (University of Barcelona, Department of Didactics and Educational Organization, Spain) Education 2.0: implications in terms of key competences for promoting LLL.
16:00-16:45	Peter Kaubisch (Freelance Trainer and Coach, Germany): [title and abstract to be provided]
16:45-17:00	Euthimis Karoyzakis (1 st Vocational Lyceum of Rethymnon, Greece) Teachers offering free extra tutoring to support students from low income families. Challenges and lessons learned.
17:00-17:15	Discussion
17:15-18:00	Workshop conclusions

Abstracts of presentations

Morning session: Socio-cultural dynamics shaping LLL in Europe and policy coherence

A framework for evaluating socio-cultural dynamics in LLL

Dr Bernhard Ertl (Universität der Bundeswehr, München, Faculty of Education, Germany)

The presentation introduces a Framework that can serve as a tool for evaluating Lifelong Learning policy and its implementation with respect to socio-cultural aspects. First, it provides a background about reasons for evaluating lifelong learning. Then it introduces the framework for implementation of evaluation activities, in particular the CIPP (Context - Input - Process - Product) and SWOT (Strength - Weakness - Opportunity - Threat) model. It describes the method of balanced scorecards (BSC) for indicator analysis, and it provides valuable indicators for the analysis of socio-cultural dynamics.

School Leadership and Self-Development

Dr Eleftheria Argyropoulou (University of Crete, Department of Preschool Education, School of Education, Greece)

Usually, the term School Leadership is used with emphasis to what a school leader can do to encourage others to perform effectively. The implication of such an attitude is that the school leader knows to be effective him/herself and performs accordingly. Literature is full of papers about leadership development in the form of leadership training courses. However, there are fewer studies on how school leaders pursue their own self-development and improvement. The presentation will build on a given case-study and-using the Socratic enquiry method- will seek to reach conclusions on what parameters constitute self-development and how it can be achieved.

Lifelong Guidance as a regional policy: networks and partnerships to better share knowledge and skills among professionals

Dr Romuald Normand (Laboratoire Triangle, Ecole Normale Supérieure de Lyon, France)

At European level, guidance procedures are changing to meet the requirements of knowledge society. In France, through a devolution process, local structures have been developed to welcome, inform and guide people while the French state was incapable of providing the best Lifelong guidance services. A regional policy seems more relevant to create and develop networks and partnerships through a better professionalization of agents and quality insurance mechanisms to improve procedures, skills, and knowledge. From a 2-year pilot project led by the regional authority Rhône-Alpes, with 3 other European regions, several conclusions have been drawn: the share of practices and experiences are crucial to build collective knowledge and standards; a decentralized management by policy makers help to sustain cooperation and partnership; networks have to share tools and information through ICTs but assessment is also an important resource to build capacity and transfer knowledge from one situation to another.

Bulgarian teachers and Interactive Technologies

Assoc. Prof. Yanka Totseva (Shumen University "Konstantin Preslavsky", Bulgaria)

The interest in acquiring skills for using interactive technologies by teachers has increased rapidly in Bulgaria for the past few years. Favourable preconditions were created 4-5 years ago as technology facilities in schools were improved and mass campaigns for computer literacy among teachers were conducted. The use of multimedia technology in the learning process has raised a number of pedagogical issues, most of which have not yet received responses. The interest of teachers is analysed in two ways – using and creating original multimedia products and participation in training activities on topics related to interactive technology. The presentation analyses the most popular educational portal known as the 'Community Primary Education'. It is assessing the level of interests and best practices in the use of

interactive multimedia technologies from Bulgarian teachers and their involvement in paid forms of in-service training activities.

New educational governance and the impact on the role of the school leader

Drs. Bob van de Ven (President of the Dutch Forum for Management in Education, Netherlands)

Over the last decades there has been increasing interest in the composition, conduct and decision making of non-profit governing boards. At the centre of the discussions has been the relationship between the board and the staff and in the most recent wave of school reforms, three institutional reform strategies have played a leading role: accountability, autonomy and choice. As result of these trends, the function of school leadership across the OECD countries is now increasingly defined by a demanding new set of roles which include financial and human resource management and educational leadership. There are concerns across countries that the role of the school leader as conceived for needs of the past is no longer appropriate. Among the first countries which launch the decentralization of education by law is the Netherlands, where since a law of 1917, all schools, both public and private, are governed by a legally organised authority which is responsible for implementing legislation and regulations in schools. In this presentation the focus is non the impact of new educational governance on the changing roles of the school leader, starting from the point of view of the Netherlands.

Continuing education of teachers in the context of lifelong learning - legislative framework and practice

Dr Peter Nemeč (Catholic University in Ruzomberok, Foreign Languages Department, Slovakia)

Continuing education of teachers in Slovakia is implemented on the basis of Lifelong Learning Act no. 568/2009 Coll. and other related laws. Continuing education is oriented on pre-primary, primary and secondary school teachers, and it is carried out across the whole of Slovakia. Teachers after the completion of accredited continuing education or training receive a certificate and they are awarded credits; on this basis they have the right to participate in attestation exams. Teachers are further motivated to enrol to such continuing education or training programmes, as after attestation they receive a salary raise. Presented will be good practices from universities and institutions that are carrying out such accredited continuing education.

Equality and engagement in Finnish education

Dr Marita Mäkinen (Research director, University of Tampere, School of Education, Finland)

The current viewpoint on the Finnish lifelong learning is set in the development plan for education and research 2011–2016 (forthcoming) and in the Government Programme (22nd of June 2011). The education policy drawn by these documents stresses high quality, efficiency, equity and internationalism. In order to keep up with the quality aims of education, and enhance the defined lifelong learning perspective, it is significant to develop effective student support and care services as well as services for counselling and guidance. In this presentation, the focus is on how the Finnish education system approaches lifelong learning by developing different ways to support learning, particularly in basic education and in higher education. The base of these actions could be summed up in words: educational equality and engagement.

e-Reading: Socio-cultural dimensions of resiliency and low achievement among disadvantaged students in Europe

Dr Andreas Kollias & Dr Kathy Kikis-Papadakis (Foundation for Research & Technology-Hellas, Institute of Applied and Computational Mathematics, Greece)

The world of e-learning can effectively produce inequalities in e-learning achievements or re-produce inequalities established through years of traditional teaching and learning. A good start to fight the barriers set by less privileged family backgrounds to student learning outcomes in e-learning is to study in what ways students who come from such backgrounds manage to have high performance (resilient students) as compared to those who do not. This presentation focuses in the study of these two groups based on an analysis of the PISA 2009 Electronic Reading Assessment (ERA) dataset for 6 European countries. The findings indicate that resilient students tend to be on average more confident in their ICT skills and to have more positive attitudes towards computers as compared to DLAs. In all countries studied resilient students engage more often in e-reading than their low achieving peers, they tend to read a wider variety of

texts, they like reading more, and they are much more knowledgeable about effective meta-cognitive strategies having to do with reading and summarizing information.

Evening session: Case studies on best practice examples in promoting LLL in Europe

Qualification offensive Hesse (Qualifizierungsoffensive Hessen)

Dr Bernhard Ertl (Universität der Bundeswehr, München, Faculty of Education, Germany)

Small and medium-sized enterprises (SMEs) face the task of reacting to technological, organisational and economical changes. Important requirements for a successful accomplishment of these tasks are continuous and purposeful further education and lifelong learning. The qualification offensive Hesse wants to support SMEs in Hesse, Germany, in this respect. Action Line 1: “learning regions”: Aim is to establish cross-industrial and regionally specific support- and information structures for SMEs and to offer adequate further education measures. Action Line 2: “future themes”: Initiation of qualification measures and further education for special future themes, e.g. e-Commerce, e-Learning or qualification management in tourism firms. Action Line 3: “new ways”: ways to reduce barriers to further education in SMEs should be exemplarily developed and tested.

Education 2.0: implications in terms of key competences for promoting LLL

Andrea Rossi (University of Barcelona, Department of Didactics and Educational Organization, Spain)

This case study is about the implementation of the programme EDUCAT 2.0, which intends to make the whole compulsory educational system digital, with a massive use of ICT and digital handbooks, integrating them into traditional practices, and promoting new ones. The programme, in the long run, aims to tackle the problem of early school leaving in Spain, where the early school leaving rate is one of the highest in Europe (almost 30%). The learning domains involve key competencies, multidisciplinary and across the curriculum, learning to learn, project-based, communication skills, creativity, entrepreneurship, etc, those that in our opinion allow for a better integration in lifelong learning schemes, and students’ motivation to learn.

Universities of the Third Age: A demographic priority

Catherine Lockhead-Strzępka (University of Information Technology and Management in Rzeszow, Institute of Economics, Poland)

The European goal of lifelong learning strives to engage people of all ages in enhancing their knowledge and skills in directions that will lead to their both economic and personal satisfaction. With the demographics of Europe sharply ‘greying,’ it is increasingly important to include older citizens within any strategy - lifelong learning is no exception. This case looks at universities of the third age in Poland, their development, scope, and social attitudes towards them. In particular the Wrocław University of the Third Age is referenced for its support of senior learning in smaller towns contributing to local development.

A Local Development Company’s services to enhance SME’s business knowledge

Tanja Maksimainen (Josek Ltd, Finland)

Presentation of good practices of the Joensuu Regional Development Company’s Services towards enhancing SME’s business knowledge. The presentation gives an idea of a Development Company providing high-quality business counselling, mentoring and training services, free of charge. It also describes the Development Company’s role as a representative company for small entrepreneurs to be able to apply financially supported education. Besides the role of counselling JOSEK advisors have a role to identify education and training needs and to guide customers to local educational providers. In this way, JOSEK enhances the expertise and strengths of the region. Furthermore, JOSEK coordinates cooperation between the regional public and semi-public business support services and organizations.

Voucher funding of adult education: a best practice in LLL in Bulgaria

Maria Donkova (Paideia Foundation, Bulgaria)

The voucher scheme is applied for adults who are currently in employment and intend to raise their vocational qualifications or acquire a key competence. The vouchers are redeemable against training for first, second or third degree vocational qualifications or parts of a profession. When the National LLL Strategy was being elaborated in 2007, co-financing by providers, consumers and employers of LLL participation was expected to “lead to higher effectiveness of the education and training measures”. The intervening years have shown, however, that little flexibility and innovation had taken place in the funding of LLL. Neither have employers, especially smaller ones, started to invest significantly in the E&T of employees – justified mainly by the financial crisis most employers prefer to hire already trained staff rather than fund their training – nor have individuals begun seeing LLL as an investment rather than a cost.