

**MEMORANDUM ON LIFELONG LEARNING
FROM THE EUROPEAN COMMISSION**

**Contribution of CEJI, EPTO and
EDUCATION FOR LIFE**

27 August 2001



The players

The Centre Européen Juif d'Information is an international non-profit organisation set up in 1990 which aims to provide the relevant decision makers in the EU with experiences, projects and ideas in the field of basic rights education, training and social integration in order to contribute to a democratic responsible and caring Europe and to facilitate the involvement of Jewish communities in this process.

CEJI is a service-oriented body that carries out its mission through a broad range of partners involved in social and educational activities across the whole spectrum of the European non-governmental sector. Through the operating management of its own networks, it also teams up with practitioners, academics and organisations from European civil society who share the goal of an inclusive multicultural Europe.

The European Peer Training Organisation (EPTO) is a European network of young trainers involved in combating racism and xenophobia. The aim of this programme is to provide young people and especially youth leaders with training tools enabling them to lead workshops on respecting multicultural diversity. The EPTO network is active in 10 European countries.

EPTO's activities began in 1996 at the initiative of the Centre Européen Juif d'Information (CEJI), using the materials of the Anti-Defamation League A WORLD OF DIFFERENCE® Institute, with financial support from the Youth for Europe Programme of the European Union.

Education for Life was founded as an international non-profit organisation in January 1999 with headquarters in the Netherlands and offices in Israel. Its purpose is to help children realize their potential within society by supporting educational communities world wide with programmes and practical tools that nurture and enable the development of self-directed human beings

Background Introduction

The 1997 Treaty of Amsterdam foresees the encouragement of a more active and participatory citizenship in the life of the community founded on an integrated approach to lifelong learning and based on the complementarities of Union citizenship and Member state citizenship. To this end, action in the field of education, training and youth offers a privileged vehicle for the promotion of **active citizenship** participation in an open and plural society. One of the bottom line results of this approach is **the enhancement of employability** and well-being for each citizen in a European knowledge driven society.

The 1997 Study group set up by the European commission on Education and Training report “Accomplishing Europe through education and Training” has described the challenges facing the Union in the years to come. From a cultural and political point of view, European Integration and the multi-ethnic and multilingual nature of our societies is recasting the human environment. This calls for a revitalisation of democratic culture and reconsideration of what it means to be European citizens in the 21st century.

Citizenship can be described as a social and dynamic practice during which the feeling of belonging is created through communication with others in spite of differences. But the reality of active citizenship can only come about with the creation of a shared culture based on:

- The dignity and centrality of the human person; the knowledge of democratic political institutions; majorities and minorities in the democratic governance of peoples; media which can express themselves freely but are fully conscious of their responsibilities;
- Social citizenship: social rights and responsibilities; the struggle against social exclusion and marginalization; solidarity as an intrinsically European achievement; social cohesion and the reinforcement of community spirit;
- Egalitarian citizenship: rejection of discrimination and prejudice based on gender and ethnicity; understanding the value of equality; equality of opportunity across the board in education;
- Intercultural citizenship: the value of diversity and openness for a plural world; European identity and multiculturalism; respect for different cultures and the legitimate expression of collective rights;
- Ecological citizenship: the preservation of the ecosystem; rapprochement between humanity and nature; accreted conscience of environmental values; the key significance of sustainable development.¹

These values require an education to what the American psychologist Daniel Goleman referred to as being the basis of “emotional intelligence”². Emotional intelligence necessitates non-formal educational tools known as social skills.

The Lisbon European Council of 23-24 March 2000 has placed the development of the knowledge-based society as the key to long-term competitiveness and the personal aspirations of citizens at the top of the European Union’s policy agenda. Lifelong training and education plays a strategic role in this regard³. However, emphasis must also be placed on the essential role related to formal, informal and non-formal education for the creation of a **European citizenship** from which no one is excluded⁴.

Through this contribution, CEJI, EPTO and Education for Life wish to emphasize the important role of the civil society and non-formal educational environments in the promotion of social skills and citizenship education in a broader sense and the strategic role it plays in the definition of any lifelong learning policy.

¹ Study Group on education and training set up by the European Commission in 1995

² “Emotional intelligence” by Daniel Goleman “Working with Emotional intelligence”-Bantam books-1998

³ Conclusions of the Lisbon meeting of the European Council - April 2000

⁴ Memorandum of the European Commission on lifelong education and training
Study Group on education and training set up by the European Commission in 1995

CEJI, EPTO and Education for Life contribution with regard to the key messages of the memorandum on lifelong learning are articulated around the following four principles:

- 1) New basic skills: social skills and lifelong learning**
- 2) Innovation in teaching and learning**
- 3) Recognition of non-formal education**
- 4) Anti-discrimination and citizenship education as a component of lifelong learning**

1. New basic skills: social skills and lifelong learning

The economic and business sector of society is already keenly aware of the need to invest in the social skills of its human resources in order to remain at the cutting edge of financial success. Successful employees are those who have the emotional intelligence to work in teams, to be self-directed and self-motivated individuals, taking responsibility for their actions. With the rapid pace of technological development, people need to be equipped with the skills not only to face but also to thrive on constant change. This calls for self-confidence, flexibility and the ability to make autonomous decisions. The business sector is thus strongly supporting lifelong non-formal learning in this area.

Schools, however lag far behind in providing these skills within their framework. We strongly recommend that social skills become part of the formal curriculum within schools as well as being informally integrated into everyday school processes. In this way educational frameworks will truly support future self-directed citizens in society.

2. Innovation in teaching and learning

Each one of us has a specific way of learning whereby we gather and process information and use it as knowledge and experience. Yet many educators still insist that there is only one optimal way to teach children, while others, who are very aware of the diverse needs of children in the classroom, have simply not internalised that they are the key by which the classroom is transformed into a learner friendly place for all.

Quality teachers are not only required to be knowledgeable about the subjects they teach but also need to be self-aware, well-integrated and empathic communicators. In addition, they also need to be aware of their own processes of learning which are often unconscious and which have a direct influence upon their way of teaching. In essence educators themselves need to go through a voyage of self-discovery if they are to become the means whereby children learn the skills to become self-directed individuals in schools.

Children need to be taught to recognize their own specific learning styles and to be provided with a language to articulate learning needs. This in turn provides legitimacy for children to request their specific learning style and receive an answer for them. If they are taught **how** they learn, with regards to structure, time, solitary work, interactions with others, expression of feelings etc. they will have received a skill which will serve them throughout their lives in their lifelong learning.

3. Recognition of non-formal education

In order to achieve the vision of learning societies, there is a need to strengthen the foundations for learning throughout the life of all citizens. It is essential to redesign schools and support the growth of learning arrangements other than formal schools or higher education institutions. Within the lifelong learning framework learning will take place in communities, workplaces, families and through recreational activities. A paradigm of the learning society where lifelong learning is an important value requires to leave behind our belief in fundamentally organised units of education and adopt a vision of a global community where the learner is an autonomous intelligent individual who has the will and the skill to learn from any situation around him or her.

In view of the remarks outlined below, CEJI, EPTO and Education for Life would like to suggest a series of undertakings aiming to enhance the role of non formal education within the lifelong learning agenda.

3.1 Create certification and methods of accreditation for non-formal education and promote evaluation systems

- Placing non-formal education at the same level as formal education should be officially recognized by educational institutions. Certification and accreditation programmes should be set up and **recognized** European-wide with a view to valuing non-formal training and the specific role of non-governmental organisations in this process.

- Evaluation is an indispensable tool in any socio-educational project. It can help identify any gaps between the initial project and its end result. Basic assumptions must be checked against various types of observations and empirical data with a view to adjustment and model building of the training scheme. CEJI, EPTO and Education for Life believe it is essential that all formal and non-formal education should be provided with **appropriate tools** for effective and continuous evaluation.

3.2 Create cross-fertilisation dynamics between adult and youth non-formal education programmes

The youth non-governmental sector has been a pioneer in the creation and design of leadership and empowerment programmes for young people which could serve and enrich the lifelong learning agenda and the non formal education sector as a whole.

As an example Peer training is one of the means of promoting youth leadership in society. It creates empowerment and a pride in leadership, as well as a sense of social responsibility.

Peer Training

- The method of peer training, i.e. calling on the young who have been trained to act as trainers themselves, reduces the barriers that exist between teachers and pupils. Approaches by peer groups, whether in a formal or informal framework, can be successful if they are supported by planning and adequate resources and can have a very positive influence on **attitudes and behaviour**.

- Peer training is a training technique which encourages the development of educating young people by their peers in specific domains while at the same time develops a sense of leadership. To this end, the following should be taken into account:

- Peer training fights exclusion by means that are familiar to youth.
- Each young person knows discrimination from his or her own experience.
- Peer training creates empowerment and a pride in leadership.
- Shared feelings open the way to welcoming diversity.
- Peer training against exclusion substitutes old group values for new ones.
- Peer training against exclusion can create a snowball effect among a wider group.
- Peer training against exclusion keeps ideals alive.
- Success motivates and leads to further successful action.
- Self-confident youth challenge the adults' world.
- Peer training can change the home environment of youth.⁵

⁵ Domino - A Peer Training Manual and a means to fight racism, xenophobia, anti-Semitism and intolerance - All different, All equal - Council of Europe - Youth Department - 1993

4. Promoting anti-discrimination and citizenship education as a component of lifelong learning

Mainstreaming and transversality of the struggle against racism and xenophobia

The principle of mainstreaming aims at integrating the goal of anti-racism in all actions and community policies at all levels, i.e. strategic planning, implementation of the action, follow-up and evaluation of the results and consequences. New **partnerships** between the European institutions, Member States, community organisations, NGOs and all social partners should be created.⁶

- Furthermore, the Treaty of Amsterdam includes a non-discrimination clause, Article 13, encouraging European institutions to take measures to combat discrimination "based on sex, race or ethnic origin, religion or convictions, disability, age or sexual orientation".

- The implementation of **Article 13** was formalised in a plan of action against discrimination whose main objective is "the change of practices and attitudes" by mobilising the players concerned.

- CEJI, EPTO and Education for Life believe it is essential that the EU's lifelong learning strategy examine how best to implement its plan of action in the formal learning contexts but also in the workplace using informal education. Three main aspects should be more specifically examined.

- **Diversity education and Teacher Training in the formal education environment**

CEJI, EPTO and Education for Life support the general conclusions of the European Conference against racism - Strasbourg⁷ calling on participants to introduce or reinforce *education in human rights including promotion of anti-racism in school programmes and in the programmes of institutions of advanced learning*. To this end, **teacher-training programmes** should integrate human rights and diversity education.

- **Diversity education in the workplace**

As our work force become more and more multicultural, businesses and public authorities are beginning to face the same challenges as schools and other learning environments with regard to issues of diversity and discrimination. The diversity of the people working in the workplace will surely increase, just as the communities and customers which they serve are quickly diversifying.

Although anti-discrimination legislation such as the Gender Directive, Article 13's Race Directive and Framework Directive on Employment have set standards of acceptable behaviour for the Member States, it does not change the prejudice, attitudes and stereotyping across the EU. Education and training provide a key strategy to complement legislative measures in order to tackle institutional discrimination.

As mentioned in the recently published European Commission's Green Paper on "*Promoting a European framework for Corporate Social Responsibility*", responsible recruitment practices, involving in particular non-discriminatory practices, could facilitate the recruitment of people from ethnic minorities, older workers, women and the long-term unemployed and people at disadvantage. Such practices are essential in relation to achieving the European Employment Strategy objectives of reducing unemployment, raising the employment rate, and fighting against social exclusion. In relation to lifelong learning, businesses have a key role to play at several levels: contributing to a better definition of training needs through close partnership with local actors who design education and training programmes; supporting the transition from school to work for young people, for example by providing apprenticeship places; valuing learning, in particular in the Accreditation of Prior and Experiential Learning (APEL); and providing an environment which encourages lifelong learning by all employees, particularly by the less educated, the less skilled and older workers".

⁶ European Conference on the fight against racism at European level - February 2000

⁷ General conclusions of the European conference against racism - Strasbourg, 11-13 October 2000

⁸ Promoting a European framework for Corporate social responsibility - European Commission – 2001

By providing training using lifelong learning tools, it is possible to influence attitudes and prejudices that lead to discriminatory behaviours, social exclusion and a negative climate. Businesses and Public authorities which take proactive diversity measures can look forward to positive results in a number of ways including:

- **Better Community Relations:** Increased cultural sensitivity can translate into better relationships with their colleagues and the community. Policies and practices, which are more multi-culturally aware, can lead to improved relations among the ever-changing diverse community groups.
- **Better Cooperation and Increased Productivity:** A work environment that is conducive to better cooperation and communication can create loyalty and help employees to identify with the institution and feel part of a cohesive team.
- **Increased Employee Initiative and Morale:** An enhanced feeling of understanding and trust, of feeling appreciated for one's unique talents, and witnessing institutional change can increase employee initiative and the assumption of greater responsibility.
- **Improved Opportunities for Recruitment:** By decreasing prejudice and discrimination, developing an appreciation for the richness of diversity, and creating an environment which is inclusive of cultural differences, the work place can more effectively recruit, train, assign, evaluate, and mentor/coach the most qualified employees.
- **Improved Cultural Sensitivity and Increased Diversity of Services:** By raising awareness and sensitivity to cultural issues the workplace can better meet the needs of the communities and customers they serve and find more creative solutions for delivering the services which will improve the quality of life for all citizens.

- **Adopt an Holistic approach through consultation and permanent partnerships**

- It is extremely important for those involved in education to understand that the quality of education can only improve if various educational methods are interdependent. The bottom line of any lifelong learning approach is to give responsibility to all those involved in education to allow for a holistic and integrated educational approach linking various entities - Multilateral partnerships linking NGOs involved in youth matters, schools, parent associations, local and regional authorities, corporations should be set-up. The anti-discrimination Action Plan of Article 13, and the future conclusions of the White Paper on Youth Policy, should be implemented **transversally** by the Directorates-General for Employment and Social Affairs and Education and Culture of the European Commission.

Lifelong learning Education “best practices” Projects

Here below, is an introduction to non-formal educational programmes and initiatives developed by CEJI, EPTO and Education for Life which could contribute to the EU's Memorandum on lifelong learning.

1. Citizenship Education

- **EPTO**

- The European Peer Training Organisation (EPTO) is a European network of young trainers fighting against racism and xenophobia. This programme aims at transferring training tools to young people and especially leaders of youth movements enabling them to lead workshops on the respect of multicultural diversity. The EPTO network is active in 10 European countries (more information available upon request).

- **A CLASSROOM OF DIFFERENCE™ Programme**

- The A CLASSROOM OF DIFFERENCE™ Programme is an example of a best practice in the area of teacher training. This Programme provides awareness-raising training as to the dangers of discrimination and the value of diversity while, providing at the same time, innovative pedagogical tools for classroom use. The A CLASSROOM OF DIFFERENCE™ Network provides a structured network for a European exchange of experiences and expertise amongst trainers and teachers who use the Programme in schools (more information available upon request).

- **Diversity Education Network**

- The project launched by CEJI and the Intercultural Educational Unit of the University of Liege consists of the creation of an active network for the exchange of best practices between various, complementary approaches to intercultural education (more information available upon request).

2. Social Skills Education

- **Education for Life**

Education for Life was founded as an international non-profit organisation in January 1999 with headquarters in the Netherlands and offices in Israel. Its purpose is to help children realize their potential within society by supporting educational communities world wide with programmes and practical tools that nurture and enable the development of self-directed human beings. Education for Life's integrated programmes and tools assist children, teachers, parents and school leadership to:

- Increase self-awareness and take responsibility for choices and actions
- Acknowledge and appreciate diversity amongst people and communities
- Take control of their lives and systematically and creatively plan before taking action
- Improve communication and cooperation with others
- Appreciate the systemic interconnectedness of human beings with their environment
- Live in “lovefulness”, connected from the heart to life as it unfolds in every moment

These skills provide the practical means by which people of different national, ethnic, cultural, and faith communities can build closer ties and bridges of understanding.

At present, Education for Life's programmes are being introduced into over 70 schools and 1000 kindergartens in all sectors of Israeli society.

Education for Life and the Self-Directed Individual

The self-directed individual is a person who is self-aware and connects from the heart in all expressions of her functioning. This means that she understands and appreciates her own distinct way of functioning and revels in the natural gifts that she is able to contribute to the world. She is able to express and manage her feelings on an emotional level, plan and structure on a mental level, nurture her physical well-being, live harmoniously in a caring, empathic and respectful way on a social level and she is able to access and express her spiritual self.

The self-directed individual is aware that he is an integral part of a larger system, recognizes his profound interconnectedness with nature and the environment and has a deep understanding that all his actions influence and, in turn, are influenced by it. Thus, whether it is in interaction with people, nature or inanimate objects, he chooses to act with responsibility and takes responsibility for his choices.

By integrating the emotional, mental, physical and spiritual principles in his life, the self-directed individual is able to realize his potential by bringing forth his own deep values in service to society and the world at large. This integration takes place through a process of self-development whereby each person follows his unique developmental path. The path will be strewn with both joyful and painful experiences. Personal development comes from the ability to acknowledge all experiences as a source for growth, to learn from them and to transform them into fuel for “loveliness” of self and other.