

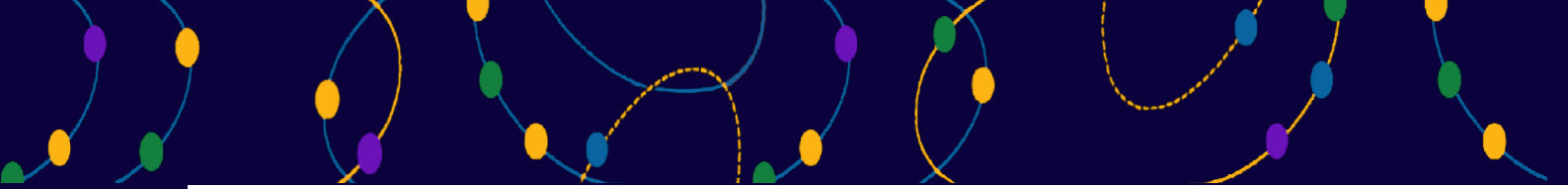
Regions and Europe support transitions

Summary of FREREF day 2022

May 24th-25th, 2022

Lavallée, 39 rue Adolphe Lavallée, 1080 Molenbeek,
Brussels





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Foreword - Why this FREREF Day?

Global crises are affecting young people in Europe and around the world: climate change, the war in Ukraine and the Covid-19 health crisis are all issues that make young people wonder, and above all to act to implement the necessary transitions that will make our societies more sustainable, inclusive, and peaceful.

These transitions are primarily societal: around the issue of digital, climate change and the implementation of a more inclusive society.

But these transitions also incorporate a personal dimension: the question of guidance is at the heart of the reflection of many citizens who have had the opportunity during the various confinements to question their career path, The European Commission has also made a number of proposals to the Council.

In this situation, mobility is becoming an issue that goes beyond the Erasmus+ programme and the institutions must also provide answers.

Three aspects of transition issues will be specifically addressed:

- Accompanying the transitions underway for a more sober and inclusive society: How do education and training become tools for a more sober and inclusive society?
- Businesses in transition and territories in transition: the lockdown has generated not only withdrawal but also new capacities for adaptation, innovation, and agility. How can we go back from a world confined to a world more physically, technically, and intellectually mobile?
- Personal transitions that lead to societal transitions, and vice versa: how can lifelong guidance, education and training be mobilised to support work-life and learning? Can the challenges of a more sober and inclusive society give meaning to personal transitions?



TRANSITIONS

FREREF Day program

Tuesday, May 24th

2.00 pm: Opening and introduction on transitions: Denis Stokkink (PLS)

2.30 pm: Roundtable: Transition Policies

- Isabelle Haleux - University of Liège
- Karine Gloanec Maurin, Regional Councillor Centre Val de Loire (Delegate for European Cooperation, member of the Committee of the Regions)
- Gabriele Marzano, Education and Vocational Training Region
- Emilia Romagna
- Catalonia (Maria Pascual)

3:45 pm: *Break*

4:00 pm: Workshops session 1 (three parallel workshops)

- territories and professions in transition (Agostino, Liliane)
 - o Feedback: SMART, AFPA
- training/employment transitions: agile skills development (Axel/Joël)
 - o feedback: EPF, fundacio Bofill
- support ongoing transitions to a more sustainable and inclusive society (Julie/Claude)
 - o Feedback: EIP Lab, PLS

5:30 pm: *Friendly time*

Wednesday, May 25th

9:00 am: Round table: learning to “transit” throughout life

In the transition process, what are the common elements in practices and strategies?

- LifeLong Learning Platform, Brikena Xhomaqi
- Education Inspiring Peace Lab, Claudio Dondi
- AFPA Auvergne-Rhône-Alpes, Florence Perrin
- EPALE, Roseline Lesquère

10:15 am: Workshops session 2

11:15 am: *Break*

11.30 am: Forum: cross-views on the development perspectives resulting from the exchanges and experiences to be developed with the panellists of the Erasmus + Belgian workshops

12.30 pm: Conclusion

13h00: End of FREREF Day

Introduction on Transitions – Denis Stokkink for Solidarity



[Video summarising the intervention of Denis Stokkink available on the FREREF YouTube channel](#)

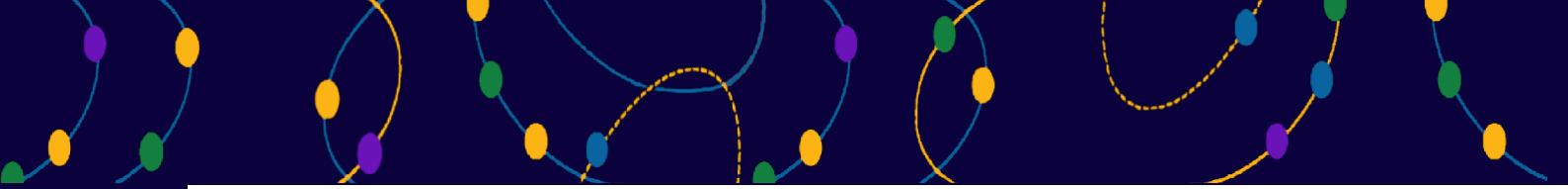
Denis Stokkink's speech opens with a consideration of the importance that European values play in today's society. Building on solidarity, which is a European value: we are for solidarity. It is interesting to highlight the key points of contemporary European policy: environmental and digital transition.



What is the difference between equitable and inclusive? The term "equitable" refers to something that affects everyone. On the other side, the term "inclusive" refers to the fact that all must be partners in the transition. Discrimination is still very prevalent in our countries. There is a new skills pact: we go back to the level of the territory to try to improve the employment situation and also to reduce discrimination.



Finally, what is the role of the Social and Solidarity Economy? It must be said that the Social and Solidarity Economy is in the middle of the current political and economic discourse. Indeed, it is at the intersection of all transitions. This is a phenomenon that affects all sectors of society.



LaVallée welcomes the FREREF Day 2022


In the heart of the Molenbeek district, the LaVallée third-place offers a shared work and creative space for artists and artisans in Brussels: provision and pooling of means of production, shared governance of the place, Co-design of the rules of life and participation in the cultural events of the place:

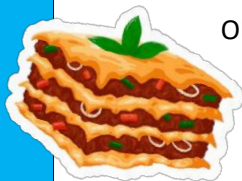
LaVallée is an example of the success of third-places in a society that must face the transformation of working methods, the questioning of the meaning of work and the research



The European Commission’s Directorate-General for Employment, Social Affairs and Equal Opportunities, Social Affairs and Equal Opportunities. The place is committed at the neighbourhood level and to society in general for more inclusion, social justice and cultural richness. LaVallée hosts events organized by local associations, set up preferential rates, and offer priority posts for local residents, in order to contribute to the neighbourhood’s dynamism, and avoid becoming a bubble isolated from its environment. The team of the place had to think about how to not juxtapose the audiences but have a real mix within the space. One of the practices is to work directly with local stakeholders. All these issues around the creation of third-place spaces and «third-type» spaces, outside the strictly professional sector and outside the private sphere, but in a collective space at the intersection of the private, professional and social sectors.



 The issue of the search for gender diversity was linked by the actors of the round table to the issue at the heart of the Cokleeco project: how to make gender diversity between the educational and professional environment? The approach developed during the project was to promote porosity between the two media rather than establish an injunction. Create unusual situations, At the end of the project, encouraging serendipity rather than aiming for a formative result emerged as a fruitful and highly appreciated practice by educational and professional stakeholders in order to deconstruct prejudices and promote dialogue.



Olivier Remels, Director of the EPF (Foundation for Education) highlights the rigidity of the structure of educational ecosystems in Europe, which he describes as “institutional lasagna” about an inability to communicate between its various levels. One of the challenges of future education system reforms is therefore to make the system readable, especially for students in technical education.

The “guiding” education approach must replace the silo logic, a “story-me” project to be undertaken (funded by private foundations). Silo operation is about each department working on their specialties without worrying about the others.



“What do young people want? How do we reform the competence system of the 21st century?”



One of the priorities of the European Union is the management of the public «NEETS» (neither in employment, nor education, nor training). For La Solidarité presented its «100% young» initiative which provides 3 months of collective support, 3 months of individual support and 6 months of follow-up to young Belgians without employment or training, in collaboration with Actiris, the Belgian employment agency. In addition to this offer, PLS also leads 2 mentoring projects «Mentoryouth» and «men-toryou» in connection with the Afev.



Mentoring is a device that is attracting more and more followers in France and in other countries, as evidenced by the exponential development of structures such as the Mentoring collective that accompanied in 2020 «30,000 young people in difficulty everywhere in France».

The mentoring mechanisms are multiple and each device, see each duo -mentee/mentor articulates its own mentor-mentee relationship, possibly of mutual learning, and allows to develop the agency of the actors.

Reach outside the system: Gabriele Marzano - Education and Training Department, Emilia Romagna Region

Gabriele Marzano presented to the participants the limits of the EU Youth Guarantee, aimed at reaching the most disadvantaged young people. Unfortunately, he found that the device was not hooked up very much in Emilia-Romagna. The people involved are already in the system. So how do we reach people outside the system? What entry points do we implement? Mr. Marzano introduced us to the “Becode” project, which is looking for people outside of institutional locations such as gaming spaces, or online betting.

Gabriele Marzano's intervention was focused on a new problem that is affecting almost all European regions. The crisis of regional planning: it has the capacity to regulate the planning of actions only at regional level. In the case of the environmental transition and the digital transition, the regional level is not enough to manage these issues. Indeed, most decisions affecting these areas are taken by decision-makers who are not regional or national. The challenge is to find a way to address these changes at the regional level. At the same time, a solution must be found for the implementation and planning of new policies for employment, training, and education.



[Video summarising the intervention of Gabriele Marzano available on the FREREF YouTube channel](#)

Gamification: a solution to boost learner motivation

What is gamification? Gamification is a process of introduction and transformation of pedagogical practices in favour of the game, whether it be «serious games» or real games introduced in a context of formal learning. Gamification can be a pedagogy to motivate young Peace Games based on the experience of several participants.



FREREF coordinated the Erasmus Peace Games project, which aims to contribute to the development of civic, democratic and social skills by using the full potential of creativity through play-based learning in formal and informal learning. Creativity is at the heart of this project, as it is seen as both a means to acquire key civic and social skills, and as a skill to acquire and develop within oneself through the use and development of “self created” games. oriented towards peace education. More information available in the EIP Lab site.

#gamification

#motivation

Motivation can also come from the meaning given to the profession: people now seek meaning in their work and good living conditions, which results in an increase in the use of part time work, mass resignation in precarious and undervalued jobs, as in the “Great resignation” restaurant industry.



How to seek professional ascension without uprooting yourself from your peer group? In response, the participants in FREREF Day evoke the collective peer support, which allows more collective empowerment than a classical and institutional support.

Another topic of discussion was the possibility of empowering teachers and accompanying staff to support them in the aftermath: after-training, after-care: how to keep track of the pathways without making a file. This perspective comes up against the current shortage of teachers in several European countries, and the fact that the missions of teaching are being expanded while the means remain inadequate according to many professionals

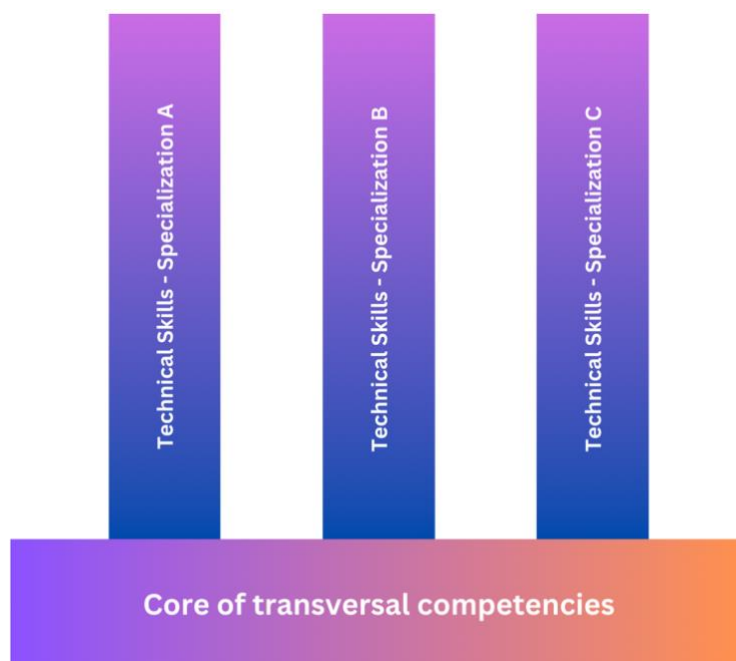
Roseline Lesquère, PhD in sociolinguistics and specialist in Adult Education, expert member of the EPALE platform and president of the FREREF Scientific Council, adds to the reflection on accompaniment the challenges of accompanying people with disabilities and the inclusion of people with a migrant background. For Dr Lesquère, a cross-cutting approach to “cross-targeting inclusion” would make it possible to provide more appropriate support to people by breaking down barriers to.

« Toujours faire avec, et pas pour »

Christiane Demontès

Skills in all directions – How to articulate the multitude of existing skill categories?

Claudio Dondi from the Sanremo International Institute for Humanitarian Law presented a “T” organization of skills, articulating a core of transversal skills, and technical skills related to a specialization:



Active citizenship: the key role of education - Maria Pascual, Directorate General for Vocational Education in Catalonia

Maria Pascual’s speech started with a look towards active citizenship. To be active citizens, educational institutions have a key role to play in this work: it is how to harness the maximum potential of students and turn them into good responsible citizens. This is exactly the role that management has decided to assume. It is important to remember and respect the role of culture, as well as personal situations, in this context: we must take into account that they can influence the propensity for active citizenship differently. This also applies to the fact that some jobs may not yet exist. It is therefore impossible for DG Catalonia to train for jobs that do not exist. Rather, the goal should be to create an environment conducive to continued development and education.



Only by doing this can we give people the ability to improve and overcome difficulties. In Spain, they have different programmes and different ways of achieving this goal. Inclusion is a key aspect that the Directorate values very much, as well as diversity. As a result, two fundamental aspects of transition have been mentioned above, and these are two values which the European Community is asking us to pursue.



[Video summarising the intervention of the Directorate-General for Vocational Education Catalonia available on the FREREF YouTube channel](#)

FREREF reports the appearance of Ambassador of Peace, initiated by the «Economic Peace» Chair of the School of Management of Grenoble. The idea could be transposed to «Citizen Education Ambassadors» and thus set up a learning and peer support.

Brain drains and the future of automation

In Emilia-Romagna there is a brain drain of skilled workers; in Catalonia, the demand for vocational training is increasing, but it is unevenly distributed according to the specialties: there is a strong demand in the health and personal assistance sector, and not enough demand in the industrial sector to meet the needs of the sector.

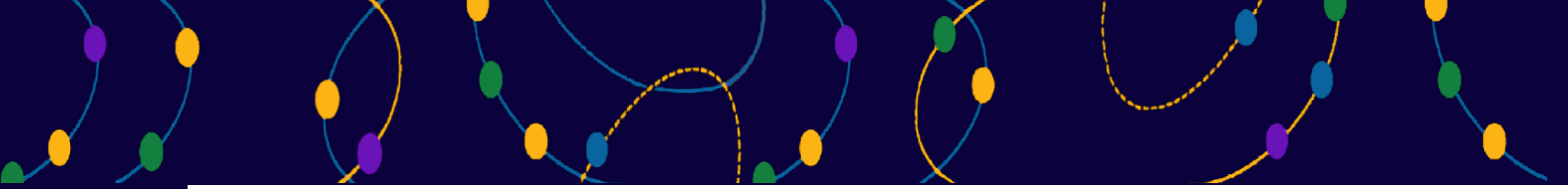


How to adapt regional governance to the phenomenon of migration, demography and robotics?



The automation phenomenon that applied to the industrial sector now applies to the service sector: hence the importance of transversal skills, while technical skills are increasingly prone to robotics.

Continuing training in the digital professions: necessary today to keep up with the speed of technological change. In the future: more systematic provision of continuing training for all occupations.



Perspectives: the challenges to be met for the future of Education and Training in Europe

The day's discussions led to the formalization of several ideas for cooperation projects between the participants:

- Promoting “fusion skills”
- Assessing cross-cutting competences at European level
- Promoting a cross-cutting approach to inclusion in European schools

Conclusion