

**To:** National Policy Makers  
**From:** Project team  
**Subject:** Declarations of Intent  
**WP:** 3

**Date:** March 22<sup>nd</sup>, 2010  
**Document Type:** Report  
**File:** Intent\_Declarations  
**Identifier:** MR20100322-1

# **INTERNATIONAL AGREEMENTS FOR BEST PRACTICES ADOPTION**

MOTILL Project  
AGREEMENT NUMBER 2008-11283  
  
LIFELONG LEARNING PROGRAMME  
2007 - 2013  
National Lifelong Learning Strategies (NLLS)

## Summary

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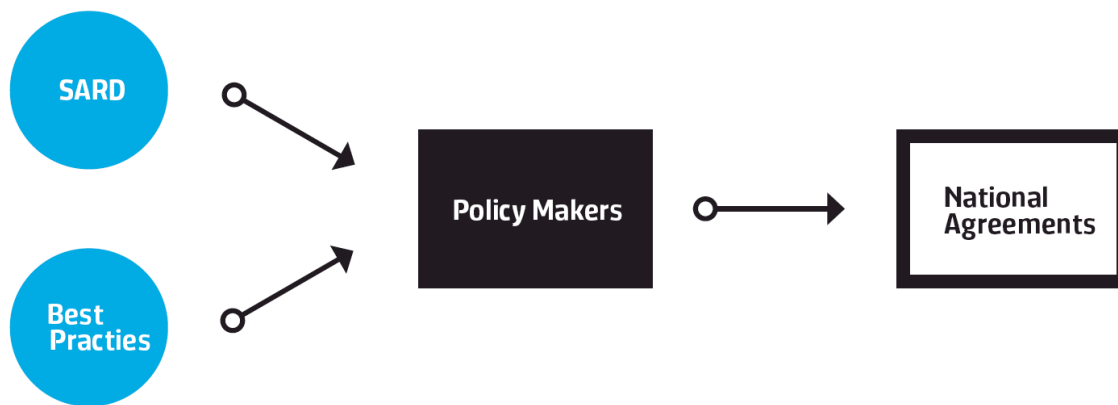
## **1. INTRODUCTION**

One of the most important aspects of the MOTILL project is the involvement of policy makers to promote local and national targets for lifelong learning in line with European benchmarks and strategic objectives.

In fact, policy makers play a crucial role in this field because of their capacity to promote the benefits of mobile lifelong learning by:

- making the best use of the efficiency of mobile working, learning and teaching in their own institutions;
- setting out strategic priorities that contribute to meeting existing and future targets for adult learning, vocational training, and higher education;
- increasing investment in pre-primary and post-compulsory education;
- promoting private investment in mobile learning technologies;
- investing in further research into the impact of mobile technologies on lifelong learning;
- supporting the development of next-generation mobile networks and the reform of European telecommunications;
- encouraging institutions and educators in the private, public, and not-for-profit sectors to explore and adopt innovative mobile learning technologies.

As illustrated in the following figure, the MOTILL project brought the identified good practices and methodologies to the attention of policy makers. To achieve this goal, the partnership introduced the policy makers to the state of the art on how mobile technologies can best support lifelong learning (SARD), as well as the good practices in this field resulting from the main activities carried out in the partner's countries (BPC).



Finally, partners signed national agreements as declaration of intent with Research Institutes, Universities and Policy Makers to promote new national initiatives in which mobile technologies will play a crucial role in lifelong learning strategies.

Section two presents some recommendations to policymakers, elaborated within the MOTILL used during the MOTILL National Meetings as well as in order to encourage the policymakers to sign the declarations of intent. Moreover, in section three a general principles that the project team have adopted to orientate any national agreement is described. Then, section four provides a summary of the agreements signed within the MOTILL project. Finally, in appendix the collection of the signed agreements is provided. For the Italian and Hungarian agreements an English language translation is also provided.

## 2. RECOMMENDATIONS TO POLICYMAKERS

This section summarises some recommendations to policymakers under the categories: lifelong learning, inclusion, innovation, digital citizenship and development. These recommendations were used in order to disseminate the project results to the policymakers and, in some cases, formed a basis for the national agreement.

## **2.1. LIFELONG LEARNING**

It is widely recognized that lifelong learning enhances social inclusion, active citizenship and the ongoing development of skills and competencies. Decision no. 1720/2006/EC of the European Parliament established an action programme in the field of lifelong learning (as part of the National Lifelong Learning Strategies – Transversal Programme 2007-2013) and sets out the economic, cultural and social benefits of lifelong learning. The pace of reform remains a major challenge, and must be accelerated to ensure that education and training play their full role in promoting creativity and innovation.

- Lifelong learning strategies must be improved by setting new strategic priorities across adult learning, vocational training, and higher education
- Policymakers should develop local and national targets for lifelong learning in line with European benchmarks and strategic objectives
- In recognition of the unequal distribution of learning opportunities and learner skills, policymakers need to find innovative ways to encourage participation and inclusivity
- We believe that mobile technologies have an important role to play in any future national lifelong learning strategy

## **2.2. INCLUSION**

There is a growing but disparate evidence base for the positive impact of mobile technologies upon lifelong learning. Mobile technologies can promote social inclusion through increased participation in learning, learner choice, and flexible or personalised learning programmes, which can take place anywhere and at anytime. Mobile technologies have been shown to be particularly effective at reaching learners who are often overlooked by traditional forms of technology-enhanced learning, and so can contribute to meeting lifelong learning targets.

- Mobile technologies are widely used, and the use of mobile devices transcends age, sex, income and ethnicity

- Thanks to the incredible pace of change, mobile
- Developments in mobile broadband raises the prospect of providing low-income or rural households with educational opportunities without the cost of installing landlines
- Mobile learning offers the benefits of e-learning without requiring the learner to have pre-existing IT skills
- To maximise the benefits of mobile technologies for increasing and widening participation, adult learners should be given adequate support when developing their use of mobile technologies

### **2.3. INNOVATION**

Mobile technologies have already had an important impact upon formal and informal learning, and have been particularly suited to supporting self-directed or self-managed learners. When grounded in sound pedagogical principles, mobile technologies can be used to:

- Facilitate the development of new skills and competencies
- Capture, access, retrieve and analyse context-specific data
- Provide unique opportunities for feedback and assessment
- Encourage collaborative inquiry
- Stimulate and inspire both teachers and learners
- Promote and support autonomous learning
- Bridge informal and formal learning activities
- Encourage flexible and self-managed learning programmes
- Extend problem-based learning beyond the classroom
- Improve the immersive experience of technology-enhanced learning
- Promote 'encultured' and democratic forms of knowledge exchange
- Emphasize the 'real life' application of digital knowledge, such as in learning to live with a medical condition through access medical information and bio-monitoring

## **2.4. DIGITAL CITIZENSHIP**

In the future, mobile learning is likely to facilitate the development of the skills and attitudes that encourage the appropriate and innovative use of technology. Digital Citizenship – comprising digital access, digital commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and digital security – is a 21<sup>st</sup> century concept which encourages the appropriate use of technology. Digital Citizenship is more than just a teaching tool; it is a way to prepare technology users for the society of the future. Mobile lifelong learning can:

- Support the 'knowledge society' of the future by encouraging the development of digital competencies and communication skills
- Support active and engaged citizenship through mobile technologies
- Harness the democratic potential of social networking and communication technology
- Develop awareness of the digital environment, cyber-literacy and cyber-security
- Promote access to cultural heritage through innovative mobile learning technologies
- Help users to understand how to manage personal information with technology securely, responsibly and creatively
- Facilitate the development of the appropriate skills and knowledge to interact with public and private institutions digitally and effectively

## **2.5. DEVELOPMENT**

Policymakers can promote the benefits of mobile lifelong learning by:

- Making best use of the efficiency of mobile working, learning and teaching in their own institutions
- Setting strategic priorities that contribute to meeting existing and future targets for adult learning, vocational training, and higher education
- Increasing investment in pre-primary and post-compulsory education
- Promoting private investment in mobile learning technologies

- Investing in further research into the impact of mobile technologies on lifelong learning
- Supporting the development of next-generation mobile networks and the reform of European telecommunications
- Encouraging institutions and educators in the private, public, and not-for-profit sectors to explore and adopt innovative mobile learning technologies

### **3. STATEMENTS OF PRINCIPLE**

In order to have some more general principles to orientate any national agreement the project team has adopted a common state of principles. For this to happen, the Declaration of intent for best practices adoption signed within the MOTILL project with Policy Makers, Research Institutes and Universities were based on these following statements:

- That lifelong learning is an area of increasing importance which makes significant economic, social and cultural contributions at local, national and European levels.
- That there is a growing body of evidence that LLL can be supported by mobile technologies.
- That mobile lifelong learning can make a valuable contribution towards achieving the targets set out in [European Lifelong Learning Programme].
- That we will consider the role of mobile technologies in future LLL strategies (elaborate with regard to the intended audience).



- That there is a strong case for supporting ongoing research into mobile lifelong learning in order to maximise the economic, social and cultural benefits of lifelong learning.
- That the embedding of mobile technologies in supporting lifelong learning should continue to be fostered at the institutional level.
- That future mobile lifelong learning research projects should be supported by the relevant funding bodies, education managers and policymakers.
- That best practices in mobile lifelong learning are transferable and could form the basis for future lifelong learning strategies.

#### **4. SIGNED AGREEMENTS - DECLATATIONS OF INTENT**

As result of the MOTILL Project were signed several national agreements as Declaration of intent for best practices adoption with Italian, UK, Irish and Hungarian Policy Makers, Research Institutes and Universities. Moreover, the Hungarian partner has signed an agreement with the University of Amsterdam Business School (Netherland). In particular, next sections collect the 24 Declarations of Intent signed in Italy, UK, Ireland, Hungary and Netherland with the following Research Institutes, Universities and Policy Makers:

- ISFOL - the Italian Institute for the Development of Vocational Training for Workers - public research body
- Consorzio MED EUROPE EXPORT
- School - IC L. SCIASCIA (PALERMO)
- University of Palermo
- Aira srl – Training Centre
- Artea studio srl –SME / Certified Educational Centre
- LANDS ONLUS
- LANDS NETWORK SRL – Spin off of the University of Molise

which have been obtained by the Italian National Research Council, Institute for Educational Technologies, Italy;

- JISC - University of Bristol
- Association for Learning Technology
- Becta - leading next generation learning
- Luton North - House of Commons – London
- The Open University – Strategy Unit

which have been obtained by the Open University, Institute of Educational Technology, United Kingdom;

- Minister of State – Department of Education and Science
- SHRC :[www.shrc.ie](http://www.shrc.ie)
- HEAnet – Ireland’s National Education & Research Network
- Rehab
- Principal Drumcondra National School
- NALA - The National Adult Literacy Agency
- Ballymun Job Centre

which have been obtained by the Trinity college Dublin Crite (Centre for Research in IT in Education) Schools of Education and Computer Science & Statistics, Ireland;

- Corvinus University of Budapest
- MTA SZTAKI eLearning
- ICEG European Centre - independent research institute
- Amsterdam Business School - University of Amsterdam

which have been obtained by the Corvinus University, Department of Information Systems, Hungary and Netherland.

This high number of agreements signed with these important policymakers proves that the MOTILL results have been greatly appreciated.