**INDEX**

**INTRODUCTORY WORDS FROM THE PRESIDENT**  
2015 AT A GLANCE  

**ABOUT THE LLLPLATFORM**  
- Vision, Values, Objectives  
- History  
- 10th Anniversary Celebration  
- Organisation

**WHAT WE DO**  
- Capacity building and peer learning  
- Answering contemporary challenges  
- Creating inclusive learning environments  
- Contributing to the recognition of competences  
- Protecting funding in education  
- Raising awareness of lifelong learning  
- Promoting and participating in civil dialogue

**MEMBERSHIP**  
- A Growing Platform  
- Full Members  
- Associate Members

---

**About the LLLPlatform**  
- Vision, Values, Objectives  
- History  
- 10th Anniversary Celebration  
- Organisation

**What We Do**  
- Capacity building and peer learning  
- Answering contemporary challenges  
- Creating inclusive learning environments  
- Contributing to the recognition of competences  
- Protecting funding in education  
- Raising awareness of lifelong learning  
- Promoting and participating in civil dialogue

**Membership**  
- A Growing Platform  
- Full Members  
- Associate Members

© Lifelong Learning Platform 2016  
Reproduction is authorised provided the source is acknowledged.

The LLLPlatform benefits from the financial support of the European Union under the Lifelong Learning Programme. The content of this publication is the sole responsibility of the LLLPlatform and can in no way be taken to reflect the views of the European Union.
Dear Reader,

2015 has been a very special year for the Platform. The year we celebrate our 10th Anniversary, changing our name, our visual identity and adopting a new Manifesto, has also been a milestone in European education. The fundamental values on which rests the Union we build together every day, were the object of attacks, both internal and external, requiring us to act in defence of what we stand for; the flow of migrants arriving from war-torn countries has reminded us of why we stand for those values. Democracy, freedom, tolerance and social justice are not options, they are our DNA.

The Lifelong Learning Platform and its members welcomed the European Commission’s new priorities for Education and Training in the ET2020 framework, following up on the Paris Declaration adopted in March 2015, which recognises citizenship and social inclusion as essential drivers of our educational systems. Major concern of the Platform’s daily work, it has been working closely with the European Commission on these issues.

If we have sometimes been critical, it is because we think that education needs to occupy a more central place in Europe. Education has to become a common competence of Europe. We also think that Member States have to be more reactive, in order to adapt to new challenges. We hope this critical attitude is positively perceived, in the sense that we do not view education as an independent field, but linked to health, the environment, culture or growth, and wish to inscribe it in a long-term perspective.

Indeed, the holistic vision of education we promote has never been as evident as a means to overcome the difficulties our societies face. Not only are we reminded that education is not limited in time, constrained to a certain age group, but needs to be provided for individuals throughout their lives. Diversity in society also underlines the need to recognise the wide variety of learning environments: non-formal and informal learning constitute relevant alternatives to formal learning, more malleable and adaptable to learner’s needs. More than ever, bridges between formal and non-formal education are to be built.

Striving for our own as well as Europe’s excellence, we were active from January to December, organising policy debates, our Annual Conference or the very important LLLWeek, to capture new trends in education, share best practices, discuss issues with the large panel of stakeholders, and build the future of learning in Europe, keeping the right balance between reality and vision. This combination developed within in depth discussions between our members is at the heart of our new Manifesto, which will be our guideline for the coming years.

At the twilight of our 10th Anniversary, we are confident in the future of the Platform. Drawing from our experience, building on our members’ expertise, pooling resources and fighting for what we stand for, we are ready for the challenges that lie ahead. More than ever, education in its transversal definition could just be the cornerstone we need to create an open and fair society.

David Lopez,
President of the Lifelong Learning Platform
2015 AT A GLANCE

JANUARY
- Position Paper: Europe 2020 strategy: from political will to implementation
  GA Brussels

FEBRUARY
- Position Paper: Why Education should be excluded from the TTIP
- Statement: The Revision of the Visa Directive
- Press Release: Education Matters!
  WG Transversal Skills
  SteerCO

MARCH
- Position Paper: Investment Plan, why investing in education matters
- Statement: Gender equality, success factor for lifelong learning strategies
- Policy Debate: Intergenerational learning for inclusive societies
  WG Learning4Well Being
  SteerCO

APRIL
- Added-value of LLLPlatform Membership
- First Meeting of the LLL Interest Group

MAY

JUNE
- Annual Conference: Paving the way for learning and qualifications
  GA Luxembourg
  SteerCO

JULY
- Policy Debate: Validation of learning outcomes: opportunities and threats for non-formal education
- Launch of the Erasmus+ Implementation Survey 2015
  WG Validation

AUGUST
- Press Release: The new ET2020 priorities
- 10th Anniversary Celebration
- LLL Interest Group Meeting on Education in promoting EU fundamental values
- EU Guidebook to Education and Training
  GA Brussels
  SteerCO

SEPTEMBER
- Statement: Overcoming the refugee crisis, the fundamental role of education
- Statement: Language Learning
- Education and Training Forum 2015
  WG Europe2020
  DEEPEP Final Conference on Global Education

OCTOBER

NOVEMBER
- SteerCO

DECEMBER
- Manifesto: Building the future of Learning in Europe
- When competences become occupational opportunities, co-edited with the Bertelsmann Stiftung
- LLLWeek2015
- WG Digital Learning
- Civil Society Day: Follow-up to the Paris Declaration
ABOUT THE LLLPLATFORM

The Lifelong Learning Platform is a non-profit umbrella organisation, which brings together 39 European networks active in the field of education and training. These organisations are European and international. They represent more than 50,000 educational institutions (schools, universities, adult education and youth centres, etc.) or associations (involving students, teachers and trainers, parents, HRD professionals, etc.) covering all sectors of formal, non-formal and informal learning. Their members reach out to several millions of beneficiaries.

VISION

The Platform promotes a holistic vision of lifelong learning, from cradle to grave. By bringing together actors from all sectors and levels of education and training, the LLLPlatform embodies this idea, and contributes to ensure flexibility without losing continuity, between formal, non-formal and informal learning. By encouraging an exchange of knowledge, it aims to build a citizen’s voice on education and training issues but also to propose concrete solutions to make lifelong learning a reality for all.

VALUES

The platform fosters a vision of lifelong learning that promotes equity, social cohesion and active citizenship. It believes that the objectives of education and training should not only be described in terms of employability or economic growth but also as a framework for personal development. It is essential to raise awareness on the fact that lifelong learning should include a large range of learning settings and create more complementarity and continuity between formal, non-formal and informal learning.

OBJECTIVES

• Pursue an active dialogue with European institutions
  The Platform advocates for a stronger consultation and participation of organised civil society, in order to involve educators and learners in the decision-making process.

• Enable exchanges of best practice, experiences and expertise
  The wide range of stakeholders the platform gathers allows it to offer its members a broad range of point of views and knowledge in order to build innovative solutions.

• Disseminate information on key issues of lifelong learning
  The Platform provides regular and updated information on policy developments that impact education and training, as well as on topics of common interest in Europe. It helps its members in their advocacy actions and in delivering common messages.

• Promote a more democratic, civic and social Europe
  This means raising awareness of lifelong learning, ensuring a broad transmission of knowledge, developing individuals’ competences and teaching the skills that will allow one to enter the labour market, all factors that will help us build an open society thanks to citizens’ empowerment.
2015 CELEBRATING 10 YEARS OF ACTION IN FAVOUR OF LIFELONG LEARNING

In 2015, the Platform celebrated its 10th Anniversary, confirming its presence on the European scene of education and training. It used this opportunity to shorten its name and freshen up its look, becoming the Lifelong Learning Platform.

HISTORY

The Lifelong Learning Platform, previously known as EUCIS-LLL, was born in 2005 as a response from civil society organisations to the definition and implementation of a European policy in the field of education and training in the so-called “Open Method of Coordination”.

In 2001 already, several educational networks had come together to share their experience and expertise around a Europe-wide consultation on the EU “Lifelong Learning Memorandum”. This cooperation became systematic when the platform was established as a permanent organisation in 2005. For 10 years now, the Lifelong Learning Platform has played a key role in structuring and increasing the input of civil society on the “Education and Training 2020” and “Europe 2020” strategies and their predecessors.

The LLLPlatform was acknowledged by the European Commission in 2009 as a “unique representation” of lifelong learning of the various education and training actors organised at EU level, and in 2011 as “in a unique position to support European networks in education and training to work collectively at European, national and local levels and to contribute to a structured policy dialogue within the open method of coordination in education and training”.

A NEW NAME AND VISUAL IDENTITY

During the Exceptional General Assembly it held on 22 September 2015, LLLPlatform members adopted a new name and visual identity.

Clarity, simplicity and rationalisation are the reasons behind this change. The colours, fresh and modern, support our mission as a civil society platform at the crossroads between institutions and stakeholders (blue for institutions); representing practitioners gathered around a same aim to build a better education system (green for change). Indeed, these changes do not divert us from our route, on the contrary: the focus is and remains lifelong learning; our work is based on civil society.

A video retracing the platform’s history was made for the 10th Anniversary. It is available online.

10th ANNIVERSARY CELEBRATION

22 SEPTEMBER

Born in 2005, the platform has grown, learnt, made more friends, gained new members and supporters, and is proud to carry the voice of those who believe in the potential of lifelong learning.

On 22 September, members, former steering committee members, institutional representatives, including new DG EAC Director General Martine Reichters, MEPs Julie Ward (S&D, UK) and Sirpa Pietikainen (EPP, FI), as well as other stakeholders and friends, all raised their glass to celebrate cooperation in lifelong learning.

Photos: Martine Reichters, DG EAC Director General nominated in September 2015 (above); David Lopez (LLLPlatform President); and founding fathers Ellinor Hasse, Jean-Marc Roirant and Conny Reuter (below). A letter from Peter Hodgson was read to the guests.
The Platform functions thanks to the collaboration of the General Assembly, the Steering Committee and the Secretariat.

The General Assembly is the highest body of the association. It defines the annual priorities and objectives of the Platform and its work programme. Headed by the President, its annual meeting is attended by all its members.

The Steering Committee is the administrative body of the Platform. It is composed of a maximum of 9 representatives from the network. The Committee is in charge of the daily administrative tasks of the association and of the implementation of the work programme adopted by the General Assembly (GA). The June 2015 GA elected the Steering Committee, confirming David Lopez as President, and welcoming Eszter Salamon (EPA), Luis Costa (EFVET) and Gina Ebner (EAEA).

The Secretariat ensures the day-to-day management of the Platform. It is based in Brussels, Belgium.

The LLLPlatform would like to thank Lucille Rieux, Helmut Vogt, Gerhard Bisovsky, Geoffrey Scaplehorn and Etelberto Costa, who terminated their mandates in 2015.
The LLLPlatform would like to thank Antti Reinsalo (Policy Officer) and Thomas Tugulescu who was Research and Policy Assistant during the first part of the year 2015, as well as Eva Giaretta and Amber Moys, both summer trainees. Finally, a warm thank you goes to Raffaela Kihrer, who supported the Platform in its communication until the end of October.

In September 2015, the Secretariat moved and now shares its office space with the Development NGO Concord, still in the MundoJ building, at the heart of the European district.
A humanistic and holistic approach of learning, from cradle to grave, is of continued relevance in today’s world and a viable foundation for the rethinking of education in knowledge intensive societies. Adopting a vision, whose rationale is not limited to a single objective, but comprehends its multiple facets is not only relevant but also necessary in today’s context. Europe is undermined by populism, religious fundamentalism and economic turmoil; and the global race for innovation and recent inflow of migrants are yet additional factors education policies need to grasp.

Education is a smart investment for Europe so long as equity becomes its regulating principle. The offer and scope of learning opportunities have already been broadened, thanks to digital technologies for instance. Nonetheless, inequalities persist. Participation of adults in lifelong learning has been stagnating for many years; 20% of the EU’s working age population has low literacy and numeracy skills, not only reducing by half these people’s chances to be employed, but also to access basic welfare services, participate in democratic life or develop a sense of social cohesion.

Convinced that it is only by taking these factors into account that education policies will have a real chance of building inclusive societies, the LLLPlatform, after a year-long discussion and negotiation process between its members, adopted its political Manifesto at the end of 2015.

The Manifesto builds on 3 pillars:

1. Building inclusive and democratic educational systems
2. Widening access to quality education for all citizens
3. Increasing the relevance of education to modern societies

For each pillar, the platform proposes 5 concrete measures that are essential when developing strategies to take action and make lifelong learning a reality for all.

Read the Manifesto!
WHAT WE DO
CAPACITY BUILDING AND PEER LEARNING

**GENERAL ASSEMBLY 27 JANUARY - BRUSSELS**

The Platform held its first General Assembly for 2015 on 27 January, during which it adopted its 2015-2017 work plan. Former DG EAC Director was present to discuss with members and enlighten them on the Commission’s priorities. It also made important internal changes regarding membership fees.

![Xavier Prats-Monné, DG EAC Director at the 27.01 GA](image)

**GENERAL ASSEMBLY 15 JUNE - LUXEMBOURG**

Delegates from all over Europe gathered at the LLLPlatform’s General Assembly on 15 June 2015 in Luxembourg. The platform welcomed 5 new members: Telecentre Europe, the European Network for Education and Training (EUNET), Youth for Exchange and Understanding (YEU), the European Association of Regional and Local Authorities for Lifelong Learning (Earlall) and the Universal Education Foundation - Learning for Well Being (UEF).

These additions bring the total number of members up to 39, reinforcing the platform’s representativity of the various sectors of education and training. For members, this means the possibility to branch out even more and learn from the other stakeholders in the field, exchanging, sharing, and strengthening their capacity on a peer-learning basis.

![Peer-learning games and exercises](image)

The GA elected the Steering Committee, confirming David Lopez as President, and welcoming Eszter Salamon (EPA), Luis Costa (EFVET) and Gina Ebner (EAEA).

**EU GUIDEBOOK TO EDUCATION AND TRAINING 2015**

In the summer, the LLLPlatform produced an “EU Guidebook to Education and Training”. This publication was meant to support LLLPlatform members in their advocacy work, with a concise document explaining EU legislation, policy-making and funding regarding education and training (albeit it was also disseminated beyond the platform). Indeed, the field, because it is only one in the vast European system, may appear complex, a complexity that might refrain stakeholders to act. The platform’s ambition was therefore to vulgarise these matters in order to increase the access, and thus, enrich the discussion. It will be updated yearly.

**POLICY MONITORING TO SUPPORT MEMBERS’ ADVOCACY**

One of the Platform’s most appreciated services (cf. Membership Survey, 2014) is to provide them with updated information on EU policy developments in the field of education and training. This compiled information helps them take active part in EU and national level debates thanks to timely and relevant data.

Here are some 2015 samples:

- Inforoute on the Paris Declaration
- Inforoute on Education in the State of the Union
- Inforoute on the Digital Single Market
- Inforoute on the EU’s Employment and Social Affairs Strategy
ANSWERING CONTEMPORARY CHALLENGES

ANNUAL CONFERENCE 2015 PAVING THE WAY FOR LEARNING AND QUALIFICATIONS

On 16 June 2015, the LLLPlatform hosted its Annual Conference in Luxembourg. Due to rapid economic, social and technological changes, the traditional school-work-retirement pattern is no longer the norm. Nowadays most individuals undergo several transitions in their lives, going back from work to education, working and studying simultaneously or volunteering, in their home country and/or abroad. These changes have also broadened the offer and scope of learning opportunities, for instance, thanks to the development and use of digital technologies.

In light of these challenges, speakers and panelists suggested solutions be found in an age-differentiated approach, learning communities inspired by what is happening outside Europe, with the learner at the center of our concerns. Claude Meisch, Luxembourgish Minister for Education, Childhood and Youth, stressed the importance of lifelong learning and the need for Member States to reinforce their own strategies in partnership with stakeholders. The European Commission offered meaningful insight on the future of education and training cooperation at EU level (ET2020) and the consequent role civil society organisations will have to play in it. The provision and recognition of transversal competences and basic skills, adapted to social reality and to digital innovation, were given special attention to during the afternoon workshops.

The general report of the conference is available online.

POLICY DEBATE ON EDUCATION TO PROMOTE INTERCULTURAL DIALOGUE AND CITIZENSHIP

Education is a vast topic, not only in content, but also in time. Qualifications age quickly, as reminded MEP Krystyna Lybacka (S&D, PL), chair of the debate, revealing the need to help learners develop deeper knowledge and competences they will be able to adapt in many fields. But knowledge is not only directed to the labour market: lifelong learning includes the development of social and intercultural competences such as personal development, active citizenship or social inclusion.

The debate that took place on 2 December in the frame of the LLLWeek2015 was strongly influenced by the tense atmosphere generated from the terrorist attacks in France and elsewhere. In March 2015, citizenship was put at the top of the EU agenda (Paris Declaration). However, the EU’s efforts will only be fruitful if they are made in collaboration with other stakeholders. Education is an answer to the challenges our democracies face. But education is manifold, and policy-makers should stay open to the wide variety in which intercultural understanding can be reached, such as the use of arts.

Press Release: Education Matters!
Statement: Language Learning to tackle challenges in Europe
Press Release: The new ET2020 priorities

The Paris Declaration adopted on 17 March 2015 encourages “dialogue and cooperation among all the education stakeholders”.

Press Release: The new ET2020 priorities

Statement: Language Learning to tackle challenges in Europe

Press Release: Education Matters!
Citizenship at the Heart of the Europe 2020 Working Group

The “Europe 2020” working group aims to foster ownership among the Platform on the EU strategies and how to ensure education and training are not left out, but coherently linked to the objectives of inclusive growth. 2015 was strongly impacted by the terrorist attacks that took place in Paris, and which resulted in the Paris Declaration, adopted by Member State Ministers of Education and the EU Commission, thus setting a Paris Agenda for education and training.

During the October meeting, members had the opportunity to discuss with DG EAC representative Szilvia Kalman, who presented the Commission’s new Education and Training 2020 priorities, in which citizenship is at the top. This encounter confirmed the platform’s advocacy by which education cannot merely be the mean to achieve skills, but serve a greater purpose, one that carries and transmits the values enshrined in the European Treaties. The vivid and challenging discussions between members largely contributed to clarifying certain concepts later published in the Platform’s Manifesto on Building the future of learning in Europe.

Policy Debate on Media Literacy

The challenges our society faces, from climate change to unemployment via terrorism, should seek answers in peoples’ empowerment, an empowerment through knowledge”, introduced MEP Zorrinho (S&D, PT). Knowledge today stems from many sources, a variety increased in the “digital era”, making digital literacy one of education’s most sensitive issues at this time. Indeed, if literacy is a human right, in a digital era, should not digital literacy be too?

During this third debate of the LLLWeek held on 3 December, participants representing both public authorities and civil society organisations, underlined the need to develop a three level approach to digital literacy: operational, cultural and critical. The operational dimension is related to access; the cultural dimension refers to the use of digital media in daily life, namely within families; the critical dimension concerns the use that is done of the information received via these channels, maybe the most important one.

Civil Society Day Follow-up to the Paris Declaration

On 15 December 2015 in Brussels, DG EAC and the Lifelong Learning Platform organised a Civil Society Day focused on the follow-up of the Paris Declaration. After the rich discussions at the Education, Training and Youth Forum organised in October, this meeting aimed for a more in-depth debate with civil society organisations around the place and role of education in promoting equity, non-discrimination, fundamental values, intercultural competences and active citizenship. The results of these discussions will feed in the work of DG EAC related to the follow-up of the Paris Declaration as well as of the related priorities of the ET2020 Joint Report adopted by the Council on 23 November 2015. Download the Civil Society Day Policy Recommendations that were adopted by the participants during and following the event.

Digital Learning Working Group Launch

On 3 December, following the Policy Debate in the European Parliament on Media Literacy, LLLPlatform members gathered for the first meeting of the new working group on Digital Learning. Its three main aims will be to help actors gain digital literacy; empower educators and parents; and clear out the digital field (copyright, language and coding...), in order to deliver overarching data and achieve a coherent positioning.

Partnership with DEEEP for its Finale Conference on Global Learning

On 28-29 October, global learning actors from around the world gathered in Brussels for the grand finale of the DEEEP Project. The conference explored various dimensions of global learning, from content to people, all dedicated to give ideas a reality in the projects they lead around the world, independently and collectively. The Lifelong Learning Platform, insisted on the fact that be it for local, national, European or global level, partnerships are the way forward.
CREATING INCLUSIVE LEARNING ENVIRONMENTS

LEARNING FOR WELL-BEING

The objectives of the Learning for Well-Being working group, that met in March and November, are to identify practices of collaborative learning environments with positive results on educational achievement and well-being of teachers and learners with the following dimensions: educators/learners, educators/educators, educators/school heads, learners/institutions/communities. One of this year’s focuses was intergenerational learning (see Policy Debate) and learning participation.

The Platform has been advocating for the recognition of the wider benefits of learning since its creation. A clear imbalance is observed between the conception of education as a “skills provider” for the labour market and as a key driver for social cohesion and well-being, while both should go hand in hand. Based on a survey conducted among its members, the platform appears to be in a great position to bring together expertise from many organisations, in a “practice to policy” approach. The group aims at building evidence for advocacy and capacity-building on how lifelong learning can contribute to healthier and happier individuals and societies. In turn, better learning environments will contribute to improve educational attainments and thus the capacity of Europe to reach its targets for 2020.

POLICY DEBATE ON INTERGENERATIONAL LEARNING FOR INCLUSIVE SOCIETIES

Population ageing will continue with accelerating pace in the next decades. Today half of the population is 40 years old or above while in 2060 half of the population will be aged 48 years or above. These trends require some considerable societal adaptations regarding work, family life and social protection. Many European practices, as well as research, show that intergenerational learning can be a strong boost for improving learning take up and attainment as well as a sense of solidarity.

The debate that took place on 31 March aimed to share practices and views on how and why the intergenerational dimension should be mainstreamed in lifelong learning strategies. Participants discussed important related issues, such as how to understand intergenerational solidarity, how to promote active ageing and how to better share good practices.

TRANSVERSAL SKILLS THEMATIC WORKING GROUP, DG EAC

The thematic working group on transversal skills met up in February and October 2015. Although the working group will no longer exist in 2016, the topics and lines of thought revealed during the various discussions testify how the notion of transversal skills should stay at the heart the lifelong learning concept. Indeed, not only are transversal skills key to connecting education and training (or other occupations such as volunteering) with employment, they will come in handy in an individual’s development within the labour market, and most of all, they are what ensures a holistic vision of education in which competences are overarching. The platform will stay attentive to them as many confusion were pointed out.

Statement: The Revision of the Visa Directive

Statement: Overcoming the refugee crisis, the fundamental role of education

Statement: Gender equality, success factor for lifelong learning strategies

The LLLPlatform is a partner of Learning4WellBeing
CONTRIBUTING TO THE RECOGNITION OF COMPETENCES

POLICY DEBATE ON THE VALIDATION OF LEARNING OUTCOMES: THREATS AND OPPORTUNITIES FOR NON-FORMAL LEARNING

The European Union has emitted guidelines to be implemented in Member States by 2018, in order to support individuals increase their certifications. Nevertheless, not only do they reach the conclusion that gaps still exist between policy and reality, pointing to the opportunities still left to seize, but the question is also to know whether these policies are not a threat to the non-formal education sector, namely due to the formalisation it might be forced into.

The policy debate that took place on 9 July brought together policy-makers and field actors, from EU to regional level, to discuss the impact of EU and national policy developments around the recognition and validation of non-formal and informal learning and the progress made in the establishment of validation arrangements at national level thanks to a showcase of innovative practices and success stories. Because it is a source of non-formal and informal learning, the debate focused on the recognition of competences gained through volunteering, with a presentation of initiatives run by civil society organisations in youth work and adult education.

This year’s debate was led in partnership with the European Youth Forum.

VALIDATION TASK FORCE

The validation of non-formal and informal learning (N菲尔) outcomes is a key issue for the Platform. Coherence in lifelong learning strategies means building bridges between formal, non-formal and informal learning. This focus on flexible learning pathways has led in the past years to an increased attention paid to the validation and recognition of learning that takes place outside formal educational systems.

On 20 December 2012 the Council of the EU adopted a Recommendation on Validation of N菲尔 for an increased cooperation between the EU and Member States with the goal to have national validation arrangements in all countries by 2018. This year, the Platform contributed to the European Guidelines (July) to support the 2018 objectives. This advocacy input contained the need to push coherence among Member States, many still lacking validation mechanisms.

EUROPEAN QUALIFICATION FRAMEWORK

EQF AG

The LLLPlatform is an active member of the EQF Advisory Group. This body has been set up by the Commission to support the implementation of the recommendation of the European Parliament and Council on the establishment of the European Qualifications Framework for lifelong learning of 23 April 2008. The Council Recommendation on the validation of non-formal and informal learning of 20 December 2012 delegates the follow-up of the implementation of the Council recommendation to the EQF Advisory Group. In 2015, Member States have mainly worked on the referencing of the national qualification frameworks to the European one, on partnerships with third countries and on the monitoring of the Validation recommendation implementation.

Contribution to the EMPL Committee of the EU Parliament’s Draft Report on creating a competitive EU labour market for the 21st century: matching skills and qualifications with demand and job opportunities, as a way to recover from the crisis (2014/2235(INI))

Contribution to the Draft Cedefop Guidelines on V菲尔, July 2015
POLICY DEBATE ON GUIDANCE AND COUNSELLING TO TAKE VALIDATION TO THE NEXT LEVEL

This debate took place on 2 December in the EU Parliament, in the frame of the LLLWeek2015. The LLLPlatform welcomed the 2012 Council Recommendation on the validation of non-formal and informal learning (VNFIL) as it gave a political impulse for Member States to speed up the building of validation systems. Significant progress has been made in the last few years, especially with regard to the development of the legal frameworks and strategies.

Following-up on MEP Momchil Nekov’s (S&D, BG) introduction, panelists and participants pointed at the paralysing mismatch between skills and jobs, one factor of the high unemployment rates in Europe. Guidance and counselling thus prove fundamental answers in shifting the trend. Yet few are those using these tools, namely because they are still under developed. The European Commission, represented at the debate, emphasized the opportunities offered in the EU Guidelines on Validation. In order to increase the potential benefits of validation for a wider group of beneficiaries and especially for disadvantaged groups, such as low-qualified adults, migrants and refugees, access needs to be generalised. The LLLPlatform will continue following this issue, namely through the Skills Agenda.

WHEN COMPETENCES BECOME OCCUPATIONAL OPPORTUNITIES: A PUBLICATION CO-EDITED WITH THE BERTELSMAANN STIFTUNG

This study looks at the education policy challenges which arise in respect of VNFIL in Europe focusing on persons with low levels of formal qualification. The object of investigation was the current nature of such procedures in eight European countries; its aim is to structure education systems to render them accessible also to persons with a low level of formal qualifications. The publication, presented during the LLLWeek2015, is available online.

GUIDELINES FOR RECOGNITION: EUROPEAN ADVANCED TOOL

The GR-EAT Project, coordinated by AEGEE, aims to propose a comprehensive tool for the implementation of recognition systems and contribute to the overall advocacy process toward the recognition of non-formal and informal learning (NFIL) taking place within youth organisations.

The objectives of the project are to create common guidelines for recognition of NFIL acquired in a volunteering context, supporting youth organisation in providing internal validation systems which can be recognised externally. The project also wants to support long-term volunteers in raising their awareness of competences acquired and their value in an employment context as well as in acquainting them with the identification and documentation procedures that are useful to go through national validation systems. Another objective is to raise the awareness of companies on the benefits and impact of long term volunteering for transversal competence development.

RECOGNITION OF VOLUNTEERS’ COMPETENCES BY EMPLOYERS

The LLLPlatform’s most important involvement consisted in leading a survey on the Recognition of volunteers’ competences by employers. Led from February to April 2015, it gathered 131 responses destined to evaluate the recognition of non-formal and informal learning, prior, for and during employment. Three mismatches were revealed: first, between the value employers give to volunteering and their capacity to assess it; second, between assessment tools and employer’s knowledge of their existence, as well as correspondence to their needs; third, between the competences gained by volunteers and their capacity to highlight them to employers. The full survey is available online.
PROTECTING FUNDING IN EDUCATION

ERASMUS+ IMPLEMENTATION SURVEY 2015

After the success of its 2014 broad public consultation, the LLLPlatform launched its 2015 Erasmus+ implementation survey on the 3 July. The purpose of this year’s survey was to evaluate how beneficiaries experienced the 2nd round of applications of the Erasmus+ programme. The consultation received 275 answers, almost 5 times more than in 2014. This year the survey was published in English, German, French and Spanish. The Platform hopes these results will guide decision-makers in finding solutions to improve a programme that is considered for many of our citizens as a success story of the European construction. The results were presented on 30 November, as launch event of the LLLWeek2015.

EXCLUDING EDUCATION FROM THE TTIP MEETING WITH TRADE COMMISSION

On 27 October, the LLLPlatform and a small delegation of its members involved in the topic (EAEA, Ealall, ECSWE and ESU) met with EU Trade Commissioner Adviser, Mrs Mungengova, to discuss the situation of education in the Transatlantic Trade Agreement (TTIP) negotiations. She saluted civil society’s organisations’ work in protecting the welfare model Europeans can be proud of and reassured that the European Commission was strongly committed to defend European public services including of course education. The Platform had raised concerns about the non-for-profit sector, especially adult education and youth work, as those sectors benefit from mix funding.

PROJECT INFO & PARTNERS

The project, funded under the Lifelong Learning Programme, started on 1 December 2013 and will end on 31 May 2016.

The Project Partners are:
APG - Portuguese Association of People Management (PT); Camara - Chamber of Commerce and Industry of Cáceres (ES); CVO Antwerpen (BE); ITPIO - Institute for Training of Personnel in International Organisations (BG); Leido Academy (NL); Mardin Provinicial Directorate Of Social Studies and Projects (Turkey); Lifelong Learning Platform (coordinator); FREREF - European Regions Foundation for Research in Education and Training (FR); RIE - Regional Inspectorate of Education (BG); WUP - Regional Labour Office (PL)

OBJECTIVES

The project has three transversal objectives:

• Foster a shared meaning of lifelong learning
• Enable a cross-sectorial, multi-stakeholders cooperation
• Structure the first transnational policy learning based on a genuine research and dialogue at regional/national level on EU LLL strategies

THE PROJECT

The LLL-HUB aims to create a feeling of shared responsibility on EU lifelong learning strategies through a multilateral network and ownership among relevant stakeholders (Europe 2020 headline targets, ET2020, European Semester Country-Specific Recommendations…). This will be achieved by fostering national and transnational public spaces for debates and mutual policy learning, involving the grassroots level in a genuine reflection with decision-makers on the design and implementation of coherent and comprehensive lifelong learning strategies.

METHODOLOGY

1. LLL-Labs: an initial research phase using standardised methodology.
2. LLL-Forums: the initial research benefits from the practical input from policy-makers, practitioners, researchers and other stakeholders.
3. LLL-Agora: a transnational pooling of expertise at a European conference, to make a comparative analysis of critical factors, identify common challenges and elaborate recommendations to improve LLL strategies at all levels.
RAISING AWARENESS OF LIFELONG LEARNING

LIFELONG LEARNING WEEK 2015
The Lifelong Learning Week, a week-long opportunity to discuss lifelong learning policies and projects across the EU, was this year held from 30 November to 4 December. The events take place in and out of the European Parliament in Brussels. The idea is to bring together learners and educators, field workers and policymakers, thinkers and political representatives to discuss a broad, long-term concept of lifelong learning. The 2015 week constituted a milestone for several reasons. First, because the LLLPlatform celebrated its 10th Anniversary. Second, because 2015 will be remembered as a year during which fundamental values and citizenship were repeatedly challenged, reminding all of the crucial role education has to play in defeating the enemy ideas to social cohesion, tolerance and democracy.

This 5th edition, under the patronage of MEP Krystyna Lybacka (S&D, PL) hosted various events, organised in collaboration with members or partners such as the Bertelsmann Stiftung. Last but not least, the LLLPlatform organised three debates in the European Parliament, on the topics of “Education to promote intercultural dialogue and citizenship”, “Media literacy: XXI Century challenge”, and “Guidance and counselling to take validation to the next level”. The week was also the opportunity to launch the Platform’s new Manifesto Building the future of learning in Europe. A total of 13 events were hosted and 3 internal meetings.

Initiated by the Lifelong Learning Platform and EAEA together with a number of MEPs, the Interest Group on Lifelong Learning brings together civil society representatives and MEPs to discuss key issues connected to lifelong learning with strong emphasis on adult education.

An important reason to form the Interest Group on Lifelong Learning is the new European Commission and its priorities. We stand for a comprehensive and trans-sectorial lifelong learning approach, and want to stress that education is not only about employment, but is linked to personal development, social inclusion, active citizenship, and much more. The interest group works as a «watchdog» to the European Union.

The focus of 2015–2016 is «Inclusive education for inclusive societies». The group aims to fight inequalities and discrimination in education in order to reach the Europe 2020 and Education and Training 2020 headline targets and contribute to the EU growth strategy this way.

The Interest Group met for in April for its launch event. It then met again on 22 September. This discussion on the role of education in promoting EU Fundamental Values, was opened by MEP Sirpas Pietikainen, Chair of the Interest Group, and followed by a keynote speech. Combining political and historical viewpoints, these two interventions allowed a dynamic exchange with the audience. A full report of the meeting is available online.

The next meeting will take place in February 2016.
PROMOTING AND PARTICIPATING IN CIVIL DIALOGUE

EDUCATION, TRAINING AND YOUTH FORUM 2015 CO-ORGANISED WITH DG EAC, EUROPEAN COMMISSION

The 2015 edition of the Education and Training Forum took place on 19-20 October, against the background of the planned adoption in 2015 of Joint Council-Commission Reports on the strategic framework for European cooperation in education and training (ET2020), and on the renewed framework for European cooperation in the youth field. The Commission proposals for both Reports were the basis of the discussions at the Forum, providing a follow-up to the 2014 Forum where stakeholders made a structured contribution to the ET2020 stocktaking with a particular emphasis on cross-sectoral cooperation with the youth sector. The topic of citizenship was central to the debates.

The purpose of the Forums is to gather a broad group of European level stakeholders and social partners to discuss European cooperation in education and training mainly on topics of a transversal nature. The Forums are organised by the European Commission with the support of the LLLPlatform. This year counted no less than 400 participants. The forum was preceded by a half-day for Civil Society Organisations to express their concerns.

PARTICIPATING IN EXPERT GROUPS

The LLLPlatform participates in several expert groups organised by EU institutions in order to exchange views and consult key stakeholders on the implementation of EU policies in education and training. The Platform is present in the European Qualifications Framework Advisory Group and the Thematic Working Group on Transversal Skills.

It also contributed to the revision of the European Guidelines on Validation conducted by Cedefop. The platform is also regularly asked to intervene in EU Parliament or EESC meetings on matters of lifelong learning.

MEMBER OF THE LIAISON GROUP WITH ORGANISED CIVIL SOCIETY OF THE EESC

The Platform is a member of the European Economic and Social Committee (EESC) Liaison Group. The group aims to guarantee the EESC’s coordinated approach to European civil society organisations and networks, and to follow joint initiatives. The Platform works with more than 20 organisations on transversal topics such as civil dialogue or civil society’s contribution to the ET2020 mid-term review. The Platform also participated in the Civil Society Day (March 2015).

DIALOGUE WITH EU REPRESENTATIVES FROM THE EUROPEAN COMMISSION AND PARLIAMENT

During 2015, the Platform had the opportunity to discuss directly with EU representatives. These meetings are a great opportunity for the platform to promote its vision and objectives, and deliver an opinion on central issues. It thus had the opportunity to meet with Commissioner Tibor Navracsics, responsible for Education, Culture, Youth and Sports (17 November) and Commissioner Cecilia Malmström’s Adviser regarding the TTIP negotiations (27 October). It also regularly meets with Members of the European Parliament.

A MEMBER OF CIVIL SOCIETY EUROPE

Major European Networks of Associations joined forces to create Civil Society Europe, a permanent space for horizontal exchanges and a strong voice for a paradigm shift to restore and promote the values of equality, solidarity, democracy and inclusiveness among EU Member States and its people. Civil Society Europe is determined to gain a permanent seat at the table of civil dialogue, to make sure the voice of civic associations and movements is heard, alongside the voice of the social partners and corporate interests.
MEMBERSHIP
A GROWING PLATFORM

The LLLPlatform gather European and international not-for-profit organisations working in the field of education, training and youth. Over the years, the Platform has solidified its relations with EU institutions, and been recognised as key actor in lifelong learning. This efficient advocacy work has had a significant influence on the Platform’s membership: when it started with 6 members in 2005, it was difficult to imagine it would count 39 ten years later!

In 2015, the Platform welcomed 3 new full members and 2 associate members:

- European Network for Education and Training (EUNET)
- Telecentre Europe
- Youth for Exchange and Understanding (YEU)
- European Association of Regional and Local Authorities for Lifelong Learning (EARLAll)
- Universal Education Foundation (UEF)

FULL MEMBERS

EUROPEAN STUDENTS’ FORUM
AEGEE is one of the biggest students’ organisations that promotes cooperation, communication and integration amongst young people in Europe. It counts around 13,000 members, active in more than 200 university cities in 40 European countries.

DEMOCRACY AND HUMAN RIGHTS EDUCATION IN EUROPE (DARE)
DARE stands for Democracy and Human Rights Education in Europe. The DARE Network consists of 48 member organisations from 26 countries in Europe.

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS
EAEA is a European NGO with 123 member organisations from 42 countries working in the fields of adult learning. It promotes adult learning and the widening of access and participation in formal, non-formal and informal adult education for all, particularly for groups currently under-represented.

EUROPEAN ASSOCIATION FOR PRACTITIONER RESEARCH ON IMPROVING LEARNING (EAPRIL)
EAPRIL is a non-profit organisation that bridges practice and research and aims to cross the boundaries between education and working life. It gathers about 500 delegates from across Europe with 7 L&D related networks at its annual conference.

EUROPEAN COUNCIL FOR STEINER WALDORF EDUCATION (ECsWE)
ECsWE consists of 25 national Waldorf Associations representing some 700 schools in Europe. They count more than 2000 kindergartens and around 600 institutions for curative education. The purpose of the ECsWE is to strengthen and develop Steiner education in the member countries of the network.

EUROPEAN COUNCIL OF NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS (ECNAIS)
ECNAIS is an association founded in 1988 which aims at supporting and pursuing the values embedded in a democratic approach to pluralism in the national educational systems, and the respect of the parental choice.
EUROPEAN DISTANCE AND E-LEARNING NETWORK (EDEN)
EDEN exists to share knowledge and improve understanding amongst professionals in distance and e-learning and to promote policy and practice across the whole of Europe and beyond. It counts with more than 200 institutional members and over 1200 members in Europe.

EUROPEAN FEDERATION FOR EDUCATION AND CULTURE (EFEC)
EFEC is a federation gathering non-religious educative associations from 8 European countries. It represents the European branch of the International Teaching, Education and Popular Culture League that gathers 20 organisations worldwide.

EUROPEAN FORUM FOR FREEDOM IN EDUCATION (EFFE)
effe is an NGO in the field of education, it gathers people from more than 20 countries, from public and private schools and with various teaching method views. It was designed as a forum in which all current issues concerning education at primary and secondary level can be discussed.

EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (EFVET)
Founded in 1991, EFVET is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training. It consists of 1500 member associations and institutions.

EUROPEAN PARENTS ASSOCIATION (EPA)
EPA gathers the parents’ associations in Europe which together represent more than 150 million parents. EPA works in partnership both to represent and give parents, the primary educators of children a powerful voice in the development of education policies and decisions at European level.

EUROPEAN SCHOOL HEADS ASSOCIATION (ESHA)
ESHA is a professional organisation for European school heads within primary and secondary education. Represented by one or more organisations in each European country, it aims to provide an exchange platform where its members can identify, share and promote best practice in school leadership across Europe.

ERASMUS STUDENT NETWORK (ESN)
ESN is one of the biggest non-profit interdisciplinary student associations in Europe, founded in 1989 for supporting and developing student exchange. It brings together 13 500 members from 460 local sections in 37 countries. They offer services to 160 000 students.

EUROPEAN STUDENTS UNION (ESU)
ESU is an umbrella organisation of 47 National Union of Students from 39 countries. ESU acts in representing, defending and strengthening students’ educational, democratic and political and social rights in Europe.

EUROPEAN UNIVERSITY CONTINUING EDUCATION NETWORK (EUCEN)
EUCEN is the largest European multidisciplinary Association in University Lifelong Learning. It is an international non-governmental non-profit making organisation which gathers 183 members from 35 countries.

EUROPEAN UNIVERSITY COLLEGE ASSOCIATION (EUCA)
EuCA works to create an international network among university halls of residence, promote cultural exchanges and so to encourage active citizenship among young people. It represents around 30 000 students and 194 halls of residence in 10 countries.

EUROPEAN NETWORK FOR EDUCATION AND TRAINING (EUNET)
EUNET, the European Network for Education and Training, is a network that brings together NGOs that inform and educate people of all ages about Europe or spread the European idea in any other way. EUNET unites, coordinates and pushes forward the several efforts of its members to encourage European integration and to especially involve Europe’s citizens into and inform them about this process.

EUROPEAN ASSOCIATION OF INSTITUTIONS IN HIGHER EDUCATION (EURASHE)
EURASHE represents Higher Education Institutions that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles. It gathers about 1 100 higher education institutions in 40 countries within and outside the European Higher Education Area.
EUROPEAN ASSOCIATION OF HISTORY EDUCATORS (EUROCLIO)
EUROCLIO promotes a responsible and innovative teaching of history based on multi-perspectivity, critical thinking, mutual respect, and the inclusion of controversial issues. It represents a network of 44 member Associations and 15 associated members from 52 countries.

EUROPEAN VOCATION AND TRAINING ASSOCIATION (EVTA)
EVTA is a vocational training network which comprises 27 members from 14 European countries, representing thousands of national training centres and, in certain cases, national employment services.

EUROPEAN FEDERATION FOR CATHOLIC ADULT EDUCATION (FEECA)
FEECA represents Catholic adult education on a European level. FEECA aims to contribute in furthering both European integration and international cooperation, based on faith in freedom and a democratic order. It gathers 9 national umbrella-organisations of catholic adult education.

INTERNATIONAL FEDERATION OF TRAINING CENTRES FOR THE PROMOTION OF NEW EDUCATION (FICEMEA)
FICEMEA aims to federate the action of its member organisations in order to promote active training methods as widely as possible and to contribute to the evolution of educative and social practices all over the world.

INTERNATIONAL ASSOCIATION OF EDUCATING CITIES (IAEC)
IAEC is a non-profit association, constituted as a permanent collaborative structure uniting local governments committed to the Charter of Educating Cities, which is the road map of the cities that comprise it. IAEC has 478 member cities in 36 countries on all continents.

INTERNATIONAL SPORT AND CULTURE ASSOCIATION (ISCA)
ISCA is an organisation bringing together sport, culture and youth organisations. With more than 191 affiliated organisations and more than 40 million individual members worldwide from 65 countries that share the idea that everyone should be able to participate in international activities.

THE ORGANISING BUREAU OF EUROPEAN SCHOOL STUDENT UNIONS (OBESSU)
Founded in 1975, OBESSU is a platform for cooperation between national school student unions active in general secondary and secondary vocational education. It brings together 27 national associations in 22 European countries.

SOLIDAR
SOLIDAR is a European network of 60 NGOs based in 27 countries working to advance social justice in Europe and worldwide. SOLIDAR voices the concerns of its member organisations to the EU and international institutions across the policy sectors social affairs, international cooperation and lifelong learning.

TELECENTRE EUROPE
Telecentre Europe represents publicly funded telecentres/telecentre networks, ICT learning centres, adult education centres and libraries across Europe where children and adults can access the Internet, learn the latest digital skills and keep up to date with technology and community developments.

YOUTH FOR EXCHANGE AND UNDERSTANDING (YEU)
YEU is an international network present in 25 countries led by and for young people, promoting importance of active citizenship initiatives by using non-formal education (NFE) as a tool in order to provide knowledge, skills and intercultural experience for personal and social development through promotion of peace, understanding and co-operation between the young people of the world, in a spirit of respect for human rights.
ASSOCIATE MEMBERS

EUROPEAN ASSOCIATION OF DISTANCE TEACHING UNIVERSITIES (EADTU)

EADTU is the Europe's leading institutional association for online, flexible and distance higher education. EADTU has a membership of 15 institutions and 14 national associations across 25 nations. Together they cover over 200 universities and around 3 million students across Europe.

EUROPEAN ASSOCIATION OF REGIONAL AND LOCAL AUTHORITIES FOR LIFELONG LEARNING (EARLALL)

EARLALL aims to reach a high degree of collaboration among its members in the field of the Lifelong Learning policies and establish a close cooperation with the European Union and Public Institutions throughout the world.

EUROPEAN EDUCATIONAL EXCHANGES – YOUTH FOR UNDERSTANDING (EEE-YFU)

Youth for Understanding (EEE-YFU) is the umbrella for national YFU organisations in Europe and currently has 29 member organisations. EEE-YFU provides exchange programmes for 15 to 18 year old students in more than 50 countries worldwide.

EUROPEAN FEDERATION FOR INTERCULTURAL LEARNING (EFIL)

EFIL is the umbrella organisation of 28 AFS organisations in Europe. AFS’s mission is to promote intercultural learning opportunities. AFS activities include the long-term secondary school and host family-based exchanges of students in more than 100 countries worldwide.

EUROPEAN UNIVERSITY FOUNDATION

The European University Foundation is a network of 20 European Universities aiming at strengthening and accelerating the development of the sphere of European education by establishing examples of concrete cooperation.

EUROPEAN FEDERATION OF PROFESSIONAL CIRCUS SCHOOLS (FEDEC)

Created in 1998, FEDEC is a network of 41 professional circus schools and 14 circus arts organisations located in 24 different countries. FEDEC’s main vocation is to support the development and evolution of pedagogy and creation in the field of circus arts education.

FOUNDATION OF EUROPEAN REGIONS FOR RESEARCH IN EDUCATION AND TRAINING (FREREF)

FREREF promotes concrete interregional cooperation in the field of lifelong learning. It has 15 member Regions and 3 member Institutions, and cooperates regularly with some 20 other Regions, as well as with national and European institutions and agencies.

THE INTERNATIONAL LANGUAGE ASSOCIATION (ICC)

ICC groups professionals from all areas of language education and intercultural communication promoting excellence in the teaching and learning of languages by defining professional standards and disseminating these standards and practice to the widest possible public. It represents 25 members located in 12 countries worldwide.

MENON NETWORK

MENON is a European research and innovation network, working for more than 10 years to foster and smoothen innovation processes in areas such as education and lifelong learning, knowledge society and social inclusion.

UNIVERSAL EDUCATION FOUNDATION

The Universal Education Foundation promotes Learning for Well-being (L4WB), forming a community of individuals and organisations gathered around a vision of inclusive and supportive societies where children, young people and adults respect each other as competent partners and help each other realise their unique potential throughout their lives.

VOLONTEUROPE

Volonteurope is an international network promoting the values and principles of volunteering, active citizenship and social justice at local, regional, national and European level, both in the Member States of the European Union and the Council of Europe.