



*European Civil Society Platform
on Lifelong Learning (EUCIS-LLL)*

Feasibility Study on a «European Institute on Lifelong Learning (EILL)»

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The European Civil Society Platform on Lifelong Learning (EUCIS-LLL) brings together 20 European networks working in education and training. Together, they cover all sectors of education and training including networks for higher education, vocational education and training, adult education and popular education; networks for students, school heads, parents, HRD professionals, teachers and trainers.

EUCIS-LLL was created with the purpose of involving the different actors as much as possible in the dynamics of discussing and implementing the policies and actions of the European Union. It acts as a resource centre and a space for knowledge exchange, facilitating cooperation between institutions and civil society organisations. It wishes to offer the possibility for the European citizen's voice to be heard on educational issues and, drawing on the expertise of the networks that make up the platform, to bring concrete solutions for potential ways in which the decisions made by the European Institutions can be implemented. It is in a unique position to support European networks in education and training to work collectively at all levels and to contribute to a structured policy dialogue within the open method of coordination in education and training (Education and Training 2020). Such dialogue is essential for the future development of an EU that is closer to its citizens.

EUCIS-LLL showed a specific need to capitalise on the activities, reflections and contributions it has produced in recent years on the issue of lifelong learning and on its implementation in the European Union. To satisfy this need, on behalf of the platform, a study on the feasibility of setting up a European Institute of Lifelong Learning was produced by an independent expert in cooperation with the EUCIS-LLL working group on the sustainability of lifelong learning.

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EXECUTIVE SUMMARY

The **introduction** provides a brief analysis of the whole concept of lifelong learning. The investigation brings out several focal points that are equally important to consider in the lifelong learning implementation process. Some of them are widely dealt with in European policies aiming to make the EU the most competitive knowledge-based economy in the world, for example, learning to support individuals' capacity to enter the labour market and keep an occupation; learning to support the collective capacity of organisations to remain competitive and to improve the quality of working. Other points are underrepresented in the overall debate: the support that learning offers to the informed, conscious and discriminating choices that underpin democracy or the effects that informal learning might have on developing human identity and potential. As a result, one starting point in setting up the institute is the intention to fill the knowledge gaps related to the underrepresented topics referring to lifelong learning.

The first section, **Policy providers in the field of lifelong learning**, focuses on EUCIS-LLL members as policy providers on lifelong learning. It investigates members' visions, missions and concerns, in order to gain an in-depth understanding of their interests related to learning. Three areas or clusters of interests were identified: first, some members are involved in specific topics related to the EU as a knowledge-based society and economy. Second, all members carry out specific activities related to their individual mission: different topics identify their interests. Finally, EU policies and frameworks for implementing lifelong learning are of great concern for platform members.

The second section, **EILL positioning: complementarity with CEDEFOP and other lifelong learning related organisations**, answers the question: what is the European Institute for Lifelong Learning for? By analysing some of the well-known institutes, networks and agencies operating in the field of learning (such as CEDEFOP, ILO, CRELL or ELLI), this section underlines the differences between them and the EILL. Eventually, it positions the EILL as the voice of civil society on lifelong learning and its implementation. Therefore, the EILL's mission is to participate in the creation of the knowledge society and support individual and collective emancipation and well-being through the development of lifelong learning. The institute's general objective is to investigate lifelong learning policies, strategies, systems and practices and to cooperate with existing LLL organisations at local, national, European and international level.

The third section, **The implementation of the EILL: areas to be covered, target groups, themes to deal with**, makes proposals on the topics and thematic areas that the institute should focus on. Six areas are identified: three are content-related (contribution to well-being, quality of learning, perspectives of lifelong learning) while three are focused on the functional aspects of the EILL (terminology of lifelong learning, filling gaps, good practice sharing). For each area, this section proposes topics, target groups, possible outputs and ways of addressing targets.

Finally, the fourth section, **Structuring the EILL: modalities of interaction and ways to organise activities**, proposes three scenarios for the implementation of the EILL. The first one envisages a balanced structure that combines online interaction and activities aimed at coming face to face with policy makers and implementers. Through the organisation of events combined with online discussion, the editorial staff promotes interaction with stakeholders and researchers, producing quality outputs and services for EUCIS-LLL members, institutions and for citizens.

The second proposal plans a knowledge portal to dialogue with citizens. The structure is a flexible knowledge environment that is open to a potentially large number of users. Operating online, the institute is a virtual place in which civil society can express itself directly to EU institutions and citizens.

The last proposal envisages a council of European lifelong learning key actors. The goal is to establish links and relations with partners (institutional or practitioners) that work and operate in different fields of lifelong learning to build a clearing house that offers free knowledge and inspiration from Europe's motivated thinkers. The EILL is a community, operating online, welcoming people from any discipline and culture with the aim of gaining a better understanding of how lifelong learning works and can improve anybody's life.

The three proposals are not mutually exclusive, on the contrary, they could be considered as three phases of the same process.

INTRODUCTION

The overall purpose of this document is to present the results of a study on the feasibility of a European Institute on Lifelong Learning and on the different options for its implementation. The approach chosen to writing it is very practical and concrete, as it contains operative proposals for the institute's implementation. But, before we go into the proposal in detail, it might be useful to say a few words on why LLL implementation is such a challenging and interesting process to consider.

In most countries of the globalised world, citizens, institutions, researchers and policy makers have come to recognise that lifelong learning is crucial, not only for competition and employability, but also for each individual's integration into society, quality of life and personal development. This recognition is also the result of a long lasting process of analysing the ways for living better, actively participating and satisfactorily working in our continuously changing societies.

Lifelong learning is at the same time a conceptualisation that encompasses different areas of living such as relating to others, self-fulfilment, economy and work, and a political project. Among the different analyses produced and circulated on lifelong learning, one of the most comprehensive is the theoretical framework developed by UNESCO's International Commission on Education for the Twenty-first Century under the leadership of Jacques Delors. Its report "Learning: The Treasure Within," published in 1996 identified four pillars of lifelong learning: "learning to know," "learning to do," "learning to live together" and "learning to be." In other words, the report included not only formal, but also non-formal and informal forms of learning under the umbrella of lifelong learning.

This approach has made it possible to consider areas that have received inadequate empirical attention in the past, without losing sight of how different kinds of learning complement one another.

Let us consider in a more detailed way the four pillars:

Learning to know

Learning to know involves the development of the skills and knowledge required to meet the demands of everyday life, including reading, writing, critical thinking and a general education. A broad general education provides the foundation needed for exploring a smaller number of disciplines in more detail. In a sense, this also involves learning how to learn, to be able to benefit from the opportunities offered by lifelong learning.

Learning to do

Learning to do refers to the acquisition of skills that can be applied in practice. In many cases this means professional qualifications, such as IT training, management seminars and vocational education. It also includes competences that can be transferred to new, often unforeseeable situations.

Learning to live together

Learning to live together involves the development of qualities such as respect and empathy, as well as social and interpersonal skills. Here the aim is to develop an intercultural and

intergenerational understanding of other people and their history, traditions and spiritual values, so that joint efforts can be made to resolve conflicts peacefully.

Learning to be

Learning to be refers to activities that develop each individual's physical, mental and spiritual growth. This means developing good judgment, independence and a sense of responsibility. Every aspect of each individual's potential must be cultivated to that end.

As is evident, LLL implies several focal points with no single one in particular being more important than the others.

Looking at this in more detail, we can identify the following:

- Learning reinforces the informed, conscious, and discriminating choices that underpin democracy¹.
- Learning is a powerful source of sustainable development.
- Learning to learn is the most fundamental learning of all.
- Learning is the key to developing human identity and potential.
- Society, and the communities that make up society, survives, adapts and thrives through developing and sharing learning.
- Regular and rigorous use of learning processes increases everyone's capacity to contribute to the success of organisations by challenging, reshaping and meeting its goals.
- Learning expands the horizons of who we are and what we can become.
- Learning can occur in several ways: formal, non-formal, informal.
- Learning develops individuals' capacity to enter the labour market and to keep an occupation even in the transition from one job to another.
- Learning develops the collective capacity of organisations to remain competitive and to improve the quality of working.

The definition of a concept of lifelong learning has greatly benefited from the reflections from UNESCO that have been reported in the previous pages. European states, and specifically the European Union, have for a long time shaped their concept of LLL to go side by side with the definition of other components of the European society, such as the European social model or the economic model.

To enter into greater detail, in the strategic visions of the European Union (Luxemburg 1997, Lisbon 2000, Copenhagen 2002...), the EU should become a dynamic economy and society based on knowledge, that is a society able to express creativity, to produce innovation, to create new knowledge and to manage existing knowledge in a flexible way. Within this context, lifelong learning plays a pivotal role. The EU Commission defined it as: "all learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons" (CEDEFOP, 2004).

This definition is broad enough to cover many aspects of learning and working over a lifetime. In the society and economy of knowledge, human capital development and lifelong learning are the basis for access to employment, personal realisation, social inclusion and the use of his/her own rights. The key competences for lifelong learning that have been identified in EU policies (learning to learn, communication in the mother tongue and in other languages, basic maths and science skills, digital skills, social and civic skills, entrepreneurship, cultural and intercultural self awareness) are at the same time competences for citizenship. Citizenship is meant to be active; in other words it is based on the people's impulse in creating a society of well-being that is right and cohesive, and that promotes responsible and autonomous participation in social, economical and democratic life.

Work is the quintessential dimension for contributing to common well-being, for integration and social inclusion, self-realisation and protection against poverty and exclusion.

Within this context, lifelong and life-wide learning, realised in many different ways (formal, non-formal, informal), are viewed as a pillar for a new welfare model which, like citizenship, is active and aims at promoting in citizens the capacity to protect themselves from social risks. This welfare model considers employment as the best form of individual tutelage and the lever for escaping from the eventual condition of disadvantage.

Training, retraining and updating skills are the strong points of new employment policies, the so called activation policies, which are interlaced with social policies and aim at two, mutually dependent, finalities:

- improve individuals' employability and their position in a labour market that is mobile, uncertain and continuously evolving;
- avoid the risk that individuals are trapped in unemployment, inactivity, with a need for continuous assistance or in unstable, low paid, unsafe jobs.

The active welfare state is an active and dynamic social state, which aims at empowering the capacity of choice, action and participation within EU citizens. Not only is this welfare state active; it is also "activating" with reference to persons who are expected to think autonomously about their needs. The basic axis of this conception is represented by the already mentioned activation policies, which aim to achieve a mix between the traditional passive policies for supporting income, and active policies relating to work which integrate tax, employment, social and learning policies.

Terminology and basic principles have deeply penetrated the political debate of European countries, although there has been some criticism surrounding that vision, which has been considered to be too focused on economy and labour.

But it is evident that the conceptual uniformity, although strongly conditioning, does not necessarily produce uniform answers. In fact, the design of the general framework can influence national realities, but the presence of an open space for the definition of solutions gives rise to diversified scenarios in the move from design to institutional choices.

As stated, the transformation and evolution of the European society takes place within the context of the advent of the knowledge economy (KE), i.e. the economy based on knowledge and on information technologies. The KE improves living and working conditions;

KE makes knowledge the engine of cognitive capitalism which, as opposed to industrial capitalism, does not generate value by producing goods and services, but by transforming thoughts, emotions and identities. On the other hand, KE may create a new barrier between those who have knowledge, can access to it and develop it, and those who are excluded from it, producing disparities related to a cognitive divide. If inclusion and active citizenship processes are based on the access to information and if development, competitive advantage and economic value are increasingly dependent on knowledge and competence, it is evident that there is a need for participation in learning processes, through which one can access accumulated knowledge and generate new knowledge.

Two “typologies” of capital have been considered as the real richness of Europe: human and social capital. Human capital recognises that human resources, in particular literacy rates and education, general health and life expectancy, create conditions for well being that enable social groups to transform their human capital into greater prosperity. Social capital is again related to human well-being but on a social, rather than an individual level, through the social and institutional networks (including for example, partnerships and associations) which support effective social action. This includes social trust, norms and networks, and political and legal systems, which support social cohesion.

Ever since the Delors EC Commission Presidency, training has been indicated as a tool for developing human and social capital and for securing social inclusion. Both the European Strategy for Employment (Luxembourg 1997) and the Strategy for Growth and Employment (Lisbon 2000) stated the need to empower active policies and indicated training as a powerful lever in improving people’s employability by retraining workers expelled from the labour market, by preventing employees’ professional competencies from becoming obsolete, to support working careers that are fragmented and uncertain. In the European vision training becomes a new form of employment protection which should guarantee the opportunity to have the chance to keep a job or to find a new one. So, it is not only work that guarantees citizenship but it is training that becomes its maker, promoting insertion and permanence in a “transitional” market characterised by changes between different jobs and also between employment and unemployment.

Within the European vision and strategy, training becomes a citizenship right that accompanies the person in the changing phases of his/her professional life. The right to education has been part of the rights of citizenship ever since the European Community was founded; what is new is that the European vision places learning at the crossroads of employment, work and social policies.

On the other hand, education and training are given broader finalities, they are not merely linked to the development of employability, and its re-definition is placed in the context of lifelong learning. LLL, in fact, is expected to support the active participation of citizens in all spheres of life, even beyond work, thus promoting the use of citizens’ own rights, especially civic and political. The inclusion of training in lifelong learning broadens its finalities: it represents for people the possibility to verify, update and continuously develop their competence system in favour of both improving employability and actively participating in the knowledge society. Referring to training policies, insertion in the LLL area produces rationalisation and integration between all kinds of learning, based on the acquisition of

competences (knowledge, skills, competencies) able to promote personal achievement, social inclusion, active citizenship, employment. Extensively, lifelong learning can develop both the capability for work and the capability for voice², helping people to acquire knowledge, competences and also the awareness and power needed to transform the resources available into behaviour strategies in order to make meaningful choices.

LLL can thus effectively be a real occasion for empowering people because active participation, in the different situations in which it may occur, is also formed by the endowment of knowledge, skills and competencies aiming to empower individuals' capabilities in understanding reality and using it in a responsible, autonomous, active and aware role.

According to some analysts (including the Nobel Prize winner for Economics Amartya Sen³), the link existing between human capital and capability is very close since the first amplifies the freedom to choose what is valuable in a responsible way (because human capital increases people capacity to communicate, discuss, use thought and imagination and to participate in democratic processes), while capability (which is actually a combination of different capabilities: for work, for voice, for employment, for a valuable work/life balance), allow for the possibility of an authentic human realisation.

From the reflections above, it seems evident that the link and the interaction between education, training, learning and work cannot be considered in a deterministic way. The well known phenomena of work mismatches and skill shortages are there to say that it is not enough to promote a general increase in qualifications to gain an automatic solution to employment problems. Reasons for this are clear: on one side, education and training do not stop at creating new jobs (if ever, it may improve demand-offer matching). On the other side, education and training can neither guarantee against unemployment nor assure the desired job. Moreover, neither education nor training are a guarantee for equity, since they are affected by social dynamics linked to differences between persons and, above all, to inequalities between individuals (related to both the access to opportunities and to personal characteristics, including competences). A number of pieces of research and analyses show that even investing in formal education is conditioned by the social rank the person belongs to and by the cultural, social and economical capital of the family and by the characteristics of the person rather than by his/her capacity or interests.

OECD and EUROSTAT have noticed at several points that the lessons learned in childhood acquire value during a lifetime and are more effective than the policies aiming to reduce the cognitive divide aimed at the adult population⁴. In fact, lifelong learning (LLL) tends to catch the training demand of those who already have good human capital, thus amplifying differences rather than reducing them. LLL does not always succeed in reducing inequalities that are determined during initial education and training.

But, on the other hand, lifelong learning has value in itself, since, when and where it is successful, it may create a positive effect not only on its direct beneficiaries, but on new generations as well, contributing to a change in their parents' disposition to invest in the human capital of their children. It is important and worth the effort to analyse the conditions under which, within the context of active welfare, lifelong learning may permanently create opportunities to reduce the cognitive gap and to develop new competences, aiming to answer multiple functions: democracy empowerment, employment and protection,

activation and participation, employability and capability.

To sum up, the implementation of LLL in Europe is a great challenge aiming at the improvement of the whole society. It is a complex process that is worth caring about for the empowerment of EU citizens.

EUCIS-LLL showed a specific need to capitalise on the activities, reflections and contributions that the civil society platform has produced in recent years on the issue of lifelong learning implementation in the European Union. This paper has been conceived to help satisfy this need. The study general objective is to analyse how EUCIS-LLL can be the base for a European Institute of Lifelong Learning more effectively, carrying out activities to promote LLL, to cooperate with all stakeholders, to compare and coordinate policies at EU and national level.

This research report is divided into the following four parts: the first is about the characteristics of the LLL policy providers involved in the LLL platform. This section considers areas of action/interest and possible contributions from partners (see also Annex). The second part is about the positioning of EILL, in comparison to other organisations active in the area of LLL. It contains a proposal for the mission of the institute. The third part is about the areas of content that should be covered by the EILL. It also indicates the target groups that could be addressed by the institute, the possible outputs to be produced and the ways to address target groups.

The final part contains three proposals for the structure of the EILL and examples of operative ways to work and function.

Notes:

1. Paulo Freire, a Brazilian educator of adults, reported one of the most famous examples of democracy empowerment. In his country, citizens were able to vote at national elections only if they were able to read. That is why he worked with illiterate adults so as to let them play an emancipated role as citizens.
2. In the “capability approach” theorised by Amartya Sen, the capability for voice is the capacity of expression that allows the person to actively participate in public contexts (e.g. a company, a political reality, a social service).
3. Sen A. K., Human capital and human capability, in *World development*, 1997, n. 12, pp. 1959 - 1961.
4. See EUROSTAT, *European Social Statistics, Data 1997 - 2005, 2008*, and OECD, *Education at a glance*, 2006.

1. The present situation related to policy providers in the field of lifelong learning

The considerations contained in the introduction of this paper underlined some of the critical aspects in the scenario for the lifelong learning implementation within the context of the European active welfare. As is evident, such a process is multi-level, complex and involves a vast number of actors all with different responsibilities and interests. This complexity is probably one of the causes that determine the fragmentation and incompleteness of the information available on LLL implementation. Currently, there is no general data available in this area and the information that institutional actors (such as the EU Commission, EUROSTAT, CEDEFOP, etc.) provide cannot produce a complete picture of it. As an example, quantitative data on qualifications and educational attainment are available, but information on EU citizens' access to learning (especially informal) or on the role of LLL in empowering citizens' active capacity in the European society is absolutely scarce.

In addition to this, it must be noted that the LLL scenario sees the activity of a great many institutions and organisations. Besides the public institutions in Member States that are responsible for the implementation of LLL (that sometimes are not that easy to identify) there are many organisations from the social partners, education and training providers and institutions, the business community, the social economy, the networks. These "families", as we may call them, have differences in opinions, interests, views and policy implementation. On the other hand, they share the conviction that LLL may contribute to creating a more cohesive and right society. In order to ease the balance and promote mutual cooperation between the several families there is first the need to identify the relevant policymakers and key actors, covering aspects related to adult learning and to formal, non-formal and informal learning. So, first of all, it seems useful to consider these families and the potential contribution they might give to the EILL. The focus is on EUCIS-LLL platform members, as they are the bodies that will implement the institute. In Annex 1, for each organisation, the main interests and potential contributions have been analysed, based on the information contained in their web sites, on their missions and visions.

The result of analysis on interests is as follows.

First, there are a certain number of topics that are related to the overarching concepts referring to the European society as a knowledge-based society. Amongst these we may mention:

- Active citizenship;
- Peace and stability, democracy;
- Social cohesion and reduction of inequalities;
- Diversity;
- Tackling discrimination;
- Cultural exchange;
- Learning as a right of human beings, access to learning;

- Formal, non-formal and informal learning;
- Sustainable development;
- Education as a way to spread and share values.

This group of topics clusters around social and political elements that are considered preconditions for the European society. The analysis reveals that there is homogeneous consensus among the EUCIS-LLL platform members on these issues that are so relevant for the conceiving and implementing of the EU society and of its lifelong learning system as well. Distinctions are only a matter of emphasis on specific components (that may be pivotal for single members vision and mission) but there is no big difference as for substance.

A second group of topics is related to the specific activity of platform members. Amongst these we may mention:

- Primary and secondary education;
- Higher education;
- After and extra school education;
- Extra curricular education;
- Negotiated curricula;
- Innovative teaching;
- (Early) language learning;
- Parents' education;
- School leadership;
- Educational environment;
- LLL at university level;
- History education;
- E-learning;
- Environmental learning;
- Work-based training;
- Adult education;
- Youth education;
- Sport as a means for learning;
- Regional dimension for learning;
- City dimension for learning;
- Intermediate education;
- International cooperation;
- Intergenerational learning.

It is evident that the above topics are biased according to the members' characteristics, their interests, visions and missions. Although here differences between members are strong, this plurality may be considered as a sign of richness for the EILL, which may in principle consider a vast number of LLL-related issues.

The third group of topics is about those LLL issues that may be linked to EU policies in implementing LLL. Amongst these we may mention:

- Basic skills;
- Mobility of learners and workers;
- Early school drop-outs;
- Learning for employability;
- Transparency of qualifications and certification;
- Quality in education and training;
- Personalisation of learning;
- Link to the business community;
- Teacher empowerment, training the trainers;
- Up-skilling of workers;
- Skill shortage;
- EU frameworks (EQF, ECVET, ECTS, EQARF, etc.);
- Personal development;
- New skills for new jobs and new skills for new societies;
- Equity, access to education;
- Integration of migrants;
- Social cohesion;
- Health and food;
- Legal underpinning to learning;
- Professional development.

This group of topics clusters around issues that are transversal to many platform members. In addition to this, topics fit well into several policies of the European Union aiming at reinforcing active welfare and at implementing the lifelong learning system. This third group collects many topics in which partners' interests overlap and that may represent areas for fruitful interaction.

2. EILL positioning: complementarity with CEDEFOP and other related organisations

This section is a very important and “delicate” part of the analysis, logically connected to the three other ones. It is about the mission that is proposed for the EILL; in other words, it is about the positioning of the institute with regard to its activities and referring to other organisations dealing with LLL. It should be remembered that other bodies, mostly belonging to international organisations, operate in the education and training sector, or are active in the labour and social-related areas.

As a consequence, there should be no duplication between the EILL and the already existing bodies operating in the lifelong learning sector; the proposed scenario deals with the specific characteristics of the EILL that distinguish its activity from the one of other organisations and may make its contributions original, thus securing useful complementarity with existing LLL-related bodies and institutions. But before we concern ourselves with the EILL’s position, it seems better to say a few words on what “competitor organisations” are and do.

CEDEFOP

CEDEFOP is the European agency for promoting the development of vocational education and training (VET) in the European Union. To ensure economic and social development it is essential that vocational education and training meet the needs of the citizen, the labour market and society. Building on a rich tradition of VET systems in Europe, governments and social partners devise policies for modern and innovative VET, which is a key element for employment, social inclusion and the competitiveness of the EU. CEDEFOP is the centre of expertise for supporting the development of VET and evidence based policymaking. It provides advice, research, analysis, information and stimulates European cooperation and common learning. Its networks allow the centre to keep abreast of recent developments and to cooperate and share information. CEDEFOP works closely with the European Commission, governments, representatives of employers and trade unions, as well as with researchers and practitioners. It provides them with up-to-date information on developments, experience and innovation in VET, and forums for policy debate. CEDEFOP shares its expertise through electronic and hard copy publications, conferences and working groups.

CEDEFOP actively supports the development of lifelong learning strategies at European and national level. It monitors and reviews trends and policy developments related to lifelong guidance, validation of non-formal and informal learning, VET teachers and trainers, ageing workers and adult learning. It formulates proposals for policy-making and promotes knowledge-sharing and exchange of practices in education and vocational training. CEDEFOP deals mainly with the following thematic areas: adult learning, ageing workers, lifelong guidance, validation of non-formal and informal learning, VET teachers and trainers.

The European Training Foundation - ETF

The European Training Foundation is an agency of the European Union based in Turin, Italy. It was established in 1990 to contribute to the development of the education and training systems of the EU’s partner countries. It currently employs approximately 130 persons.

ETF's mission is to help transitioning and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. As an instrument of the EU's external relations policy, ETF bases its work on the conviction that human capital development in a lifelong learning perspective can make a fundamental contribution to increasing prosperity, creating sustainable growth and encouraging social inclusion in transition and developing countries.

ETF recruits and deploys experts from multiple disciplines to handle complex and multi-dimensional topics in a team environment, in order to create new knowledge, insight and solutions.

International Training Organisation - ILO

As the world's only tripartite multilateral agency, the ILO is dedicated to bringing decent work and livelihoods, job-related security and better living standards to the people of both poor and rich countries. It helps to attain those goals by promoting rights at work, encouraging opportunities for decent employment, enhancing social protection and strengthening dialogue on work-related issues.

The ILO is the international meeting place for the world of work. ILO staff members are the experts on work and employment and particularly on the critical role that these issues play in bringing about economic development and progress. At the heart of the ILO's mission is helping countries build the institutions that are the bulwarks of democracy and helping them to become accountable to the people.

The ILO formulates international labour standards in the form of conventions and recommendations setting minimum standards of basic labour rights: freedom of association, the right to organise, collective bargaining, abolition of forced labour, equality of opportunity and treatment and other standards addressing conditions across the entire spectrum of work-related issues.

The ILO's diverse tasks are grouped under four strategic objectives:

- Promote and implement standards and fundamental principles and rights at work;
- Create greater opportunities for women and men to secure decent employment and income;
- Enhance the coverage and effectiveness of social protection for all;
- Strengthen tripartitism and social dialogue.

Global well-being and human progress require sustainable economic development, fair globalisation and multilateral governance that reinforce both economic growth and social justice at the international, national and community levels. In support of these aspirations, the ILO offers an unmatched store of knowledge about the world of work, which it acquired over more than 80 years of responding to the needs of people everywhere for decent jobs, livelihoods and dignity. ILO serves tripartite partners, and society as a whole, in a variety of ways including international standard-setting, technical cooperation for Member States, dissemination of best practices, training, communication and publications. The ILO promotes the development of independent employers and workers organisations and provides

relevant training and advisory services. Its technical cooperation includes such fields as: vocational training and vocational rehabilitation; employment policy; labour administration; labour law and industrial relations; working conditions; management development; cooperatives; social security; labour statistics and occupational safety and health.

The UNESCO Institute for Lifelong Learning - UIL

UIL's mission is to see to it that all forms of education and learning; formal, non-formal and informal, are recognised, valued and available to meet the demands of individuals and communities throughout the world. UIL responds to these demands and helps to meet the challenges facing humanity (peace and democracy, sustainable development and poverty eradication, nurturing diversity, defeating HIV/AIDS, protecting the environment) with policy-driven research, capacity-building, networking, publications and technical services for Member States and non-governmental and civil society organisations, as well as private providers at their request. UIL's research covers appropriate concepts, good practice, favourable conditions and innovative approaches in the areas of literacy, non-formal education, adult and lifelong learning in different cultural contexts, including all modes of learning (formal, non-formal and informal), with a view to the creation of lifelong learning environments, the making of literate societies and the building of learning societies. All research activities aim at promoting adult and lifelong learning and at highlighting the contribution of learning to poverty alleviation, sustainable human development, democracy and critical citizenship.

Research work is mainly policy-driven and action-oriented. The research carried out by the institute may take the form of individual case and country studies, comparative analyses, regional and cross-regional syntheses, international surveys, conceptual and position papers, co-operative and joint investigations with academics, partner institutions, governmental organisations, NGOs, etc.

The Centre for Research on Lifelong Learning - CRELL

The Centre for Research on Lifelong Learning (CRELL) based on indicators and benchmarks, located at the European Commission's Joint Research Centre in Ispra, northern Italy, was established in the context of policy demand for the monitoring and evaluation of national education and in response to the need to underpin monitoring instruments with sound scientific research.

The European Commission monitors progress towards Community goals in the area of education and training using a framework of indicators and benchmarks, reported annually in the report on the progress towards the Lisbon objectives in education and training- indicators and benchmarks. The Commission itself is aware that the set of indicators currently employed is less than fully developed; in fact, the work carried out to date has pinpointed the key areas for which there is a lack of relevant and comparable data for monitoring progress in relation to the objectives set. The quality and comparability of the existing indicators need to be improved, particularly in the field of lifelong learning, and regularly reviewed. Various strategies are underway to address these needs, among them the establishment of CRELL. As a consequence, it was decided to set up the research unit on lifelong learning at the Joint Research Centre at Ispra to significantly increase the Commis-

sion's research capacity in terms of the development of new indicators. CRELL is involved in actively supporting the European Commission by providing scientific expertise and research in order to underpin the policy dossiers of DG Education and Culture.

The Network of Experts in Social Sciences of Education and Training - NESSE

NESSE is a network of scholars working on social aspects of education and training. The European Commission's Directorate General set it up in 2007 after a call for tenders for education and culture. The Institut National de Recherche Pédagogique (INRP, France) is responsible for the coordination of the network.

NESSE's mission is to advise and support the European Commission in the analysis of educational policies and reforms, and to consider their implications at national, regional and European level. NESSE also contributes to the dissemination of knowledge on social aspects of education and training.

NESSE is primarily a resource for policy-makers. However researchers, teachers, administrators, parents, students and journalists in the field of education and training and in the related field of public policy might also find it useful. It is a gateway to:

- Knowledge summaries on key issues;
- Key conclusions and recommendations from research (thematic reports);
- Info on experts and organisations working on social aspects of education and training;
- Books - papers;
- Ongoing and completed learning-related and wider social science research supported by the European Commission.

The European Experts Network on Economics of Education - EENEE

EENEE is a network of leading European centres and experts on the economics of education. As an EU think tank, EENEE is sponsored by the European Commission, Directorate General Education and Culture (DG EAC) and coordinated by the IFO Institute for Economic Research at the University of Munich.

EENEE's mandate is to give policy advice to the European Commission, to disseminate knowledge on the economics of education in Europe and to further research in the economics of education in Europe.

As for policy advice, EENEE aims to contribute to the improvement of decision-making and policy development in education and training in Europe. The network advises and supports the European Commission in the analysis of economic aspects of educational policies and reforms. It aims to disseminate existing European knowledge on the economics of education to the Commission, pinpoint the gaps that there are in the European knowledge and to advise the Commission on how to work towards closing these gaps. High-quality policy advice from leading researchers and centres in the field of economics of education may thus contribute to an effective and efficient accumulation of skills and human capital in Europe.

As for knowledge dissemination, EENEE aims to disseminate the existing knowledge on

the economics of education in Europe to any interested members of the public. For this purpose, the network set up a website on the economics of education in Europe, which also serves as an information device for journalists, practitioners, policymakers, and other stakeholders. The website provides quick and easy access to information on recent policy-relevant research in the economics of education, as well as on experts in different countries and in different areas of the economics of education.

As for the European Research Area in the economics of education, the network contributes to creating a true European research area in the economics of education, establishing centres of excellence on economic aspects of education. EENEE is dedicated to creating an exchange platform for education economists in Europe as well as an easily accessible information device for policymakers, journalists and other people interested in the economics of education in Europe. The network assumes that this undertaking can contribute towards extending empirical knowledge in the field relevant for European countries.

The European Lifelong Learning Indicators project - ELLI

The European Lifelong Learning Indicators Project (ELLI project) was launched by the Bertelsmann Stiftung in 2008 in an effort to make the concept of lifelong learning more understandable and transparent. It is meant as a resource for political decision makers, from European to community level, educational institutions, private industry, academics and journalists as well as for any European citizens who want to know more about learning in their own country and the rest of Europe.

The mission of the ELLI is to facilitate a better and more conscious approach towards lifelong learning. The Bertelsmann Stiftung intends to do its part to promote a culture of learning in Europe, in every aspect of life and throughout a person's lifetime. At the heart of the project there is the ELLI platform, web-based software that offers an extensive database for monitoring lifelong learning at various regional levels, based on the user's individual needs. ELLI includes not only the formal education system, but also learning that takes place outside the traditional educational institutions.

To sum up, three of the aforementioned organisations belong to the European Union, another two are sponsored or funded by the EU Commission while the other two emanate from the United Nations. In two of them the role of social partners (employers and trade unions) is so prominent that staff recruiting and work plans are influenced by them. Three of them have a specific focus on research-related topics.

A second consideration relates to the centrality of LLL for the activity of these organisations. CEDEFOP and UIL pay great attention to LLL, but apparently they consider it mainly in its VET implications. CRELL, NESSE and EENEE also develop tools and analyses mainly focussed on VET or on disciplines (such as the economy) applied to VET. Apparently, none of them pays specific attention to other focal points of LLL such as democracy empowerment or active citizenship support. The other two organisations seem to have different finalities and consider LLL-related interventions as one of many ways to accomplish their mission. ELLI can be considered a partner organisation, since it investigates LLL from many points of view, but does not represent the civil society.

EILL POSITIONING

Having considered other LLL-related organisations, let us try to imagine how the EILL could be distinguished and operate in a complementary way with respect to existing organisations. At the beginning of this section this relationship was defined as “positioning”. As a matter of fact, positioning is a communication technique used by professionals in advertising and marketing to support the visibility and awareness related to products, services, institutions or even persons. Positioning takes place in a time and a society that is overcrowded with messages, circulated by old and new media; the human mind, to defend itself, becomes extremely selective, refusing the majority of the information available. That is why positioning is not intervention on a product or a service: it is intervening with the mind of the potential addressee of communication. A few examples will be enough to see what using this technique could do for the EILL.

The easiest way to access a person’s mind is to get there first. For instance, most people remember that the first man to land on the moon was Neil Armstrong, while only a few remember the second one. Coca Cola was the first soft drink to appear and, although it has had several mighty competitors during the years, it created a “first position image” that is very difficult to change or destroy.

In order to be the first, it is not necessary to be an inventor or to discover something: it is enough to be the first to conquer the mind of the reference target group. The story of Christopher Columbus is an example of this. Columbus discovered America in 1492 but was convinced he had reached Asia and so did not promote his achievement. Five years later Amerigo Vespucci reached America and did two very effective things: first, he correctly positioned the newfound land as a continent that was different from Asia and this was a revolution in contemporary geographical knowledge. Second, he wrote very detailed reports about his discoveries and theories. Some of these reports were translated into 40 languages and this conquered the minds of contemporary Europeans. As a result, the newfound land was named after him and not after Columbus.

Let us now try to consider how the EILL could make itself stand out with respect to other existing LLL organisations.

CEDEFOP, ILO, UIL, the ETF, CRELL, NESSE and EENEE all have a great deal of interest in dealing with LLL, but no single one of them can be **the voice of the civil society** since their status and missions are different. Second, EUCIS-LLL members cover many aspects of education, training, labour, society and lifelong learning. As a consequence, they can provide **contributions and expertise that are original, coherent and interesting**: eventually, they can be the first civil society platform to do so. Let us now concentrate on the EILL mission.

Mission of the EILL

The mission of the European Institute for Lifelong Learning is to participate in the creation of the knowledge society and support individual and collective emancipation and well-being through the development of lifelong learning. The general objective is to investigate lifelong learning policies, strategies, systems and practices and to cooperate with existing LLL organisations at local, national, European and international level.

The EILL intends to be a place for:

- Sharing and disseminating information and creating knowledge on LLL;
- Establishing civil dialogue and exchange between all LLL stakeholders;
- Supporting all learners and institutions involved in the fields of education and training;
- Stimulating cooperation between the stakeholders including universities and research centres, social partners, NGOs, public administrations, study associations, folk high schools;
- Raising awareness on the objectives of LLL and analysing the conditions under which it creates opportunities for enhancing personal social, cultural and economic capital;
- Paying special interest to deprived areas such as democratic development and non-formal and informal learning in research and dissemination.

The EILL **intends to reflect the EUCIS-LLL platform vision**, i.e. to consider that LLL is social, cultural and personal and therefore not limited to the sole economic dimension. Its ambition is that individuals become lifelong learners, aware of the knowledge, competences and know how they acquire and able to use them in different situations they are confronted with.

From the mission it seems evident that the **relationship with CEDEFOP and the other EU-related organisations and networks could be seen as complementary** and not as competition. **The EILL key words are civil society, knowledge sharing, coordination of policies, crossroads of different environments** (social, business, civil, academy, public administration). There is no exclusive focus on VET and training is considered within the context of LLL.

Finally, one might ask, what is the difference between EUCIS-LLL Platform and the European Institute for Lifelong Learning? There are at least three concrete differences between them (see also section three and four of this paper for more details): first, the EILL would be a structured and organised way to coordinate platform members and other organisations not belonging to EUCIS-LLL to discuss, confer and produce knowledge on LLL-related topics. In doing this, the EILL should be **a permanent forum**, not limited to the funding of a project. Second, the EILL has the ambition of **filling the gaps of knowledge related to LLL** topics that are normally under-represented. This is a very specific and distinctive focus for the institute. Third, the EILL would be an effective way to **make visible the added value of the civil society in implementing LLL**. The functionalities of the institute, the ways of organising cooperation and the variety of communication and interaction channels would allow the institute to **reach a vast audience and create new knowledge** on lifelong learning.

3. The implementation of the EILL: areas to be covered, target groups and themes to deal with

This section is strictly related to the contents that EUCIS-LLL intends to produce through the activation of the EILL. Based on the analysis of partners' interests outlined in the previous section, the scenario presents all the areas of interest of EUCIS-LLL members and gives suggestions and proposals on the themes on which cooperation could be more fruitful, via the EILL. The proposal also deals with potential outputs and results that the EILL could produce in its regular activity.

The table shows 6 proposed macro areas for content developing, associated with potential target groups and the outputs that EILL could produce. Each area is derived from the

AREA	TOPICS	TARGET GROUP(S)
1. Contributions to well-being	Non-formal and informal adult education; Non-curricular education Access to learning; LLL impact on health Parenting; Respect for diversity	Related national institutions LLL policy implementers Social partners Regional/local institutions
2. Quality of learning	Support to creativity and innovation Andragogical and pedagogical studies Methodological innovation	LLL policy implementers EU institutions National/local institutions
3. Perspectives of LLL	Social perspective Labour oriented perspective Capacity building Citizenship and democracy support Internationalisation of knowledge	All EU citizens The business community Organisations involved in social issues National institutions
4. Terminology of LLL	Concept-sharing Overcoming differences in interpretation EU LLL frameworks Link to other agencies involved in LLL	LLL operators (practitioners) LLL experts Labour market experts EU and national institutions
5. Filling gaps in LLL	Statistics and facts Research sharing on LLL Inventories on LLL	LLL operators (practitioners) LLL experts EU and national institutions Academy representatives (researchers)
6. Good practice sharing on LLL	Mobility; Transparency and certification Learning for employability Learning for self fulfilment Professional development EU policies and tools Operators' empowerment	All EU citizens EU and national institutions LLL operators Social partners, Business community Academy

Who will use the EILL?

As was underlined in the introduction to this paper, LLL interests all citizens, no regardless of their condition, or personal and professional status. As a consequence, the target groups are in principle all those interested in lifelong learning. This encompasses all EU citizens, EU institutions, national and local institutions, representative organisations (unions, entrepreneurs...), education and training policy experts, education and training practitioners, etc. Considering the nature of LLL it does not seem advisable to exclude any group from the potential addressees of the EILL. On the other hand, depending on the specific activity and area of content carried out by the institute, it could be possible to concentrate on particular categories of actors/institutions.

content grid which collects the interests of EUCIS-LLL members (see pages 34-47) and is linked to several topics that refer to those interests.

OUTPUTS	HOW TO REACH TARGET
Proposals Awareness-raising Contribution to policy coordination Petitions	Press campaigns Web campaigns Conferences and workshops Online discussion
Assistance to EUCIS-LLL members and to external practitioners Awareness-raising	Thematic seminars Online knowledge creation and data sharing Experience modelling; Good practices' sharing
Proposals Contribution to policy coordination Confrontation with Institutions and stakeholders Petitions	Press campaigns; Web campaigns Online groups animation Conferences and workshops Prize to stimulate contributions
Dialogue with other LLL related organisations Assistance to EUCIS-LLL members and to external practitioners	Communities of practice and on line groups Funded projects participation
Dialogue with the academic world Awareness raising Proposals	Web actions (COPs, blogs...) Collaborative action research Stakeholders' Forum
Awareness raising Assistance to EUCIS-LLL members and to external practitioners Dialogue with institutions and stakeholders	Data base creation Bibliography and webgraphy creation and implementation Information on the database and access to it Online offer of information - consultancy.

4. Structuring the EILL: modalities of interaction and ways to organise activities. Three scenarios.

This part is about how the EILL could function. The EUCIS-LLL platform working group that supported the drafting of this paper, agreed in principle that there is no need for a heavy, over staffed structure that is “bureaucratically organised”. Such a structure would be costly, whilst the mandate is to have a lean articulation that is interesting and attractive.

Two preliminary conditions seem to be necessary: first, the identification and commitment of persons among EUCIS-LLL members who are willing to cooperate in the EILL and motivated to do so. The second precondition is the availability of ICT tools and environment to allow a quality interaction/discussion between EILL members and the realisation of outputs and results.

This proposal copes with the characteristics of the virtual environment to ease exchange and pooling between members and make proposals to support its usability and sustainability. Three scenarios are presented here. They differ as to the architecture and the modality to work/interact. They have in common the mission described above and the concept for content production that considers three strands (society-wide issues, platform activities and LLL policy issues) articulated in six thematic areas. In addition to this, and taking into consideration the suggestions of the EUCIS-LLL working group on “Sustainability of LLL”, the structure of the institute and the internal organisation are always meant to be horizontal and not vertical or hierarchical, in view of the complexity of the LLL concept and of the characteristics of EUCIS-LLL platform members as well.

The working group also stated that maybe the first scenario could be a good starting point for constructing the EILL. During the early years, components of the other two scenarios can be integrated into the structure, depending of the needs of the members of EUCIS-LLL and the way other people are using the EILL. Also a reason for this can be relevant requests by policy and decision makers on a European level about using the EILL for specific surveys and the dissemination of information about current developments concerning LLL. And it will give the ‘managers of the EILL’ the possibility to adjust the aims of the institute, having the mission of EUCIS-LLL in mind, based on reactions on the approach in general and the use of EILL-instruments in particular.

FIRST SCENARIO A BALANCED ONLINE AND FACE-TO-FACE APPROACH TO COOPERATION

General structure and characteristics

The main characteristic of this proposal is to have a balance between online interaction and face-to-face activity, in order to enhance the number of occasions for the institute to be visible and to multiply for civil society the channels to express incisively its views.

The thematic areas to be covered should encompass several topics, such as the ones that have been identified as areas for content production in the previous section. That is why a virtual platform articulated in several threads for discussion and interaction seems the most

appropriate structural solution for this proposal.

The institute is first of all a place for knowledge-sharing among EUCIS-LLL members. So it should be easy to access, user-friendly and continuously updated. It is also a place for interacting with LLL stakeholders and with researchers who can share the results of their activity. So it should be attractive and useful to visit, a place to share ideas that are worth spreading, different ideas coming from different sources.

Online interaction, though it limits costs and the full use of time, may be also a limit for cooperation and for the full use of mutual knowledge. That is why a blend of online interaction and face-to-face activity seems advisable. In particular, the mix of on line activity and face-to-face events could be used to bring attention and interest to the institute and to stimulate a high quality discussion with professionals from all around Europe. A thematic conference could be organised once a year to involve the institute's staff and stakeholders and researchers. A connection with the LLL week should also be important, to reinforce the visibility of the EUCIS-LLL platform and to have an integrated style of communication towards the learning environment.

The institute should be quality-oriented: this means that all areas should deal with contributions that are significant and original and are able to share and produce knowledge. This brings out the importance of the management of the institute and the issue of "controlling" what is published. Considering its main goal (to share knowledge on LLL), the institute should have no control function on ideas and contributions that are shared. On the other hand, the need for high quality input and the responsibility not to circulate contents that may appear offensive or mischievous require some kind of management.

This proposal takes both into consideration by the need to check contents and by the content production process requirements. The institute should have an editorial staff basically made up of representatives of the EUCIS-LLL platform members. Experts and researchers could be involved as well either occasionally or on a permanent basis. They could contribute content or validate the institute's activities.

The involvement of experts and researchers is related to the relation between the EILL and the academic world. University and research centres are powerful laboratories for the production of knowledge (in general and on LLL-related topics as well). So it is important to capitalise on research and establish a network with universities across Europe.

Editorial staff should meet at least three times a year and whenever events are organised by the institute. Editorial staff members should manage content sections as well, in a form that allows the creation of knowledge by working from a distance, such as virtual communities, interest groups, discussion fora, peer reviews, etc. To be hosted in the institute, contributions should be:

- Quality-oriented (original and significant);
- Consistent with the mission of the institute;
- Related to LLL;
- Respectful and tolerant towards other opinions.

The institute could offer prizes in order to attract quality contributions, either on a time-

based frequency (once a year, in connection with the conference or the event) or linked to themes.

The institute should always bear in mind that other organisations are active in the field of LLL and that there is a need to fill existing information gaps (in terms of data, statistics, but also of LLL related issues “not made from a VET perspective”).

Among the services made available by the institute, a repository of publications (documentation centre) on LLL should be hosted in the online virtual space and made accessible for all. Publications should cover as many aspects of LLL as possible. Moreover, thematic bibliographies and webographies (even on demand) should be inserted and regularly updated.

Operational example

As an example of the operative functioning of the institute, this scenario foresees the following.

Cooperation and interaction start from choosing a general area and a topic within it. Let us take as an example a concrete proposal made by the working group. As a general area “LLL as a contributor to well-being” is chosen. As a specific topic let us consider “LLL’s impact on health”. We may ask: does participation in learning (formal and non formal) have a positive impact on health? The third step is investigation carried out by discovering any research already undertaken on this topic by universities, research centres, public bodies etc. Investigation also encompasses looking for outcomes from relevant projects; identifying any experts in the field and interested stakeholders; refining the question and identifying any gaps in knowledge. Investigations may be carried out online and face-to-face, meeting experts and stakeholders.

Once the analysis has been realised and information has been collected the institute may disseminate it in order to stimulate more contributions. Dissemination may be carried out in a face-to-face way (conference, seminars, etc) and online (web campaigns, blogs...) as well. During the dissemination phase the institute could draft and put forward proposals that may include the need for more research or may identify good practice or policy proposals.

Contribution from EUCIS-LLL Platform members

Each member should act as a component of the editorial staff who are responsible for content production and for animating the discussion. Through the editorial staff, EUCIS-LLL members choose topics to be dealt with, cooperate with the academic world and elaborate the civic society views.

SECOND SCENARIO A KNOWLEDGE PORTAL TO DIALOGUE WITH CITIZENS

General structure and characteristics

As stated at the beginning of this section, this scenario shares some characteristics with the other two: mission, areas for content production, peer relations between EUCIS-LLL platform members.

On the other hand, this second scenario imagines the activities of the EILL to be carried out only online, with the creation of a web portal to host interaction between the civil society (i.e. EUCIS-LLL members), the lifelong learning world and EU citizens.

As it is known, a portal is a web application that provides personalisation, single sign on, content aggregation from different sources and hosts the presentation layer of information systems. Aggregation is the act of integrating content from different sources within a web page.

To enter into greater detail, the EILL could be a knowledge portal, i.e. a flexible knowledge environment that is open to a potentially large number of users. As such, the EILL should not merely provide a library-like pool of information, but actively support its members and the users.

Cooperation between EUCIS-LLL members and the other institutions - organisations dealing with LLL could have the following outcomes:

- to organise periodically stakeholder and expert consultations;
- to have a virtual place in which the civil society can express itself directly to EU Institutions and citizens;
- to have a virtual place in which to organise visibility campaigns on LLL;
- to access policy makers to circulate proposals from the civil society or to start and sign European petitions;
- to pick up relevant topics (from the content production structure) and discuss them with key actors, and citizens, in order to represent the opinions of the civil society.

Among the functionalities of the EILL are the following:

- Homepage with access to EILL mission, plus a welcome statement and easy access to the menus.
- Team work: the institute provides and organises discussion groups, thematic chats, audio and video conferencing, peer reviews. This includes also functions to stimulate and share inspiration, such as blogging, posting, linking...
- Document management: EILL collects reports, best practices, data, magazines and articles, LLL-related documentation, research and stores them in a repository. To this end, the institute provides the following functions: subscribe to content; access; search - navigation; document-sharing (downloads); content rating, opinion poll.
- Document creation: the institute produces documents to raise awareness on LLL-related topics and make the civil society positions visible. Documents (in electronic format) include: brochure, leaflets, digital magazine, electronic postcards, etc.
- News/updates from all stakeholders and LLL actors (through RSS).
- Active process support, which includes activities to identify opportunities: joint calendar of events, workflow, check lists, call for grants monitoring...
- Theme of the month (chosen from the content production structure, see example beyond).

A web master and a few animators/facilitators should be available to keep the work in the portal attractive and updated.

Operational example

As an example of the operative functioning of the institute, this scenario foresees the following:

Periodically (every 1, 3, 6 months), EUCIS-LLL members could choose a theme from the content general area - for example "Filling gaps in LLL" - specific topic "Inventories". We may ask: What are the evaluated effects of non-formal and informal learning on beneficiaries?

Discussion online should occur between EILL participants, exchanging opinions, exchanging experiences, involving relevant EU Institutions in the investigation (for example the DGs Research, Education, Employment, Communication and Information society), involving experts and practitioners in the investigation, feeding the documentation repository with good practices. Discussion results should serve to identify any existing gaps in knowledge.

Outputs include putting forward recommendations and suggestions to policy makers, supporting the mainstreaming and valorisation of identified success elements. Besides that, outputs include knowledge-sharing with LLL practitioners and awareness-raising activities among EU citizens via the portal functionalities.

Contribution from EUCIS-LLL Platform members

In this scenario EUCIS-LLL partners are called on to participate in the content-making process and in stimulating the involvement of EU citizens in the activity of the institute. As seen in the first case, the objective is to improve the relations between EUCIS-LLL partners and the research environment, thus empowering the quality and the authoritativeness of the positions expressed by civil society. Participation in content making may occur in several ways: playing an active role in choosing the topics for discussion; participating in the discussion (in the different multimedia options); cooperating in the preparation of the final outputs and in their mainstreaming.

In the second case, all EUCIS-LLL platform organisations have specific target groups to which they refer in carrying out their activities. They then have the opportunity to raise awareness of their target groups on LLL and facilitate their participation in the activities of the EILL. This represents great added value in the implementation of LLL and citizens' participation in learning.

THIRD SCENARIO A "COUNCIL" OF EUROPEAN LLL KEY ACTORS

General structure and characteristics

Again, this final scenario shares some characteristics with the other two: mission, areas for content production, peer relations between EUCIS-LLL platform members.

In this proposal, the EILL is a web-based network whose aim is to link (via the web) the most important institutions, operators, actors and stakeholders related to LLL. In principle,

a list of networked organisations could include (at least in the beginning) the bodies mentioned in realising EILL positioning, which could later be increased to include other relevant organisations: CEDEFOP; The European Training Foundation; CRELL; NESSE; EENEE; ELLI project and all EUCIS-LLL platform members.

The aim of networking is basically to establish links and relations between partners that work and operate in different fields of lifelong learning in order to build a sort of clearinghouse that offers free knowledge and inspiration from Europe's inspired thinkers, and also a community of professionals and practitioners to engage with ideas and with each other. Contributions from network partners are essential to feed into the work of the EILL with high quality feedback, but also to open up access to expert support and all citizens should be involved: in fact, this should become a community welcoming people from any discipline and culture, with the sole aim of gaining a better understanding of how LLL works and how it can improve anybody's life.

A second general aim should be to support EUCIS-LLL organisations in their relations with national institutions responsible for LLL, via cooperation with EU agencies and the sharing of good practices - experiences. The spreading and sharing of innovative ideas in the field of lifelong learning should enable partners to interact in a better way with their national counterparts, giving more room for civil society positions. Moreover, strengthening the link with the national and local level allows the involvement of civil society in the countries and enables the voice of civil society to be heard.

EUCIS-LLL should have ownership of the web: this means that most of the animation of the virtual discussion, which is at the heart of the content-making process, should be facilitated by EUCIS-LLL. Visible links of other organisations webs (=resources) should be easily accessible and add value. In addition, preliminary protocols should be agreed upon between EUCIS-LLL and the partner organisations. Protocols have the task of defining the roles of all bodies cooperating in the web, making the agreed aims visible and identifying expected outcomes.

Sections and functionalities:

- Homepage with a short presentation on EILL, all organisations' logos and their websites' links, plus a welcome statement and easy access to the menus;
- Chat and discussion: in order to enhance cooperation, periodical synchronous discussions should be organised in order to identify the themes to deal with, the aims of the discussion, the possible outcomes and, if applicable, specific tasks for participants;
- Video conferencing: this functionality is used to organise short time visibility events, to involve experts from the research environment to present officially the results of the interaction;
- Communities of practice: representatives of the network that are particularly interested in specific topics participate in communities of practice that may be activated only on a temporary basis or are permanent. Interaction between members should always result in a position of the network related to the discussed topic;
- Ideas circulation: experiences, practices, tools, approaches, solutions related to LLL topics are presented, exchanged and shared via the web. Within this functionality, the

network participants interact with experts and practitioners who are invited to share their experience with the EILL and with all European citizens. The most interesting contributions could be filmed and made available to everybody. Again, the result of this activity should result in a position of the network to be forwarded to institutions and policy makers;

- Database of solutions: the experiences – solutions showcased and filmed could be stored for retrieval. An archive of speakers could be useful as well.

Operational example

As an example of the operative functioning of the institute, this third scenario foresees the following:

Every two months EUCIS-LLL members and the representatives of the network organisations choose up to three themes from the general content area, for example “Quality of learning” - specific topic “Methodological innovation”; “Terminology of LLL” – specific topic “Overcoming differences in interpretation” and “Good practice sharing” – specific topic “Mobility”.

Through discussion online and contributions from the communities of practices, experts and practitioners are invited to present and share their experiences and solutions related to the themes. EILL participants discuss and exchange opinions on the proposed solutions and identify one case per specific topic to be filmed and stored on the web. Videoconferencing and less formal chatting should create a critical mass of opinions and reactions, to be used in formulating suggestions, proposals, even petitions for institutional level. The results of the online “exploitation” of inspired thinkers should lead to improve knowledge on lifelong learning.

Outputs include putting forward recommendations and suggestions to policy makers, supporting the mainstreaming and value added of identified practices. Moreover, outputs include the possibility to make up-to-date and expert knowledge available for EILL members and European citizens on LLL issues.

SUSTAINABILITY OF THE INSTITUTE

Whichever scenario is preferred, the EILL has to be sustainable over time, i.e. there is a need to foresee how it will be funded and how partners will support it. Sustainability can be considered as a tricky concept, as it is often confused with mainstreaming or with marketing actions, not fully corresponding with these. The notion of sustainability was originally developed within the environmental sphere, gaining worldwide credibility in the eighties and then through the Rio Summit of 1992 and the development of Local Agenda 21. But the 1995 UN World Summit for Social Development in Copenhagen reinforced the new idea that sustainability also has strong social dimensions and relates to different spheres of life and work activities. Somehow, sustainability has become an overarching concept with environmental, economic, social and cultural dimensions; in short multiple forms of sustainability.

In the case of the EILL, **sustainability is the capacity of the EUCIS-LLL platform to feed into the institute and to secure its functioning, without linking its life to a specific funded project.** More precisely, as the discussion with the working group brought out, it is important not to rely exclusively on one kind of funding (either public or private). Moreover, it is necessary to avoid dependence on EU funds, since the EILL should be **the voice of the civil society and should not be influenced or conditioned.** In addition to this, since LLL is not only a responsibility of public institutions and everyone should contribute to it, the business sector included, it is advisable to **rely on various sources for funding:** all in all, while EILL should appear in the EUCIS-LLL budget at the initial stage, three sources for funding are possible in the mid-term. The first is represented by contributions from platform organisations; the second refers to European or governmental support (public); the last one includes contribution from sponsors and foundations and is linked to specific activities of the institute.

Table 2: SWOT Analysis.

Table 2: SWOT grid on the three scenarios

STRENGTHS	
First scenario: a balanced online and face-to-face approach to cooperation	<ul style="list-style-type: none"> • Great visibility for the civil society opinions • Quality-oriented • Variety of communication channels • Presence of a stable editorial staff • Stronger results when people meet
Second scenario: a knowledge portal to dialogue with citizens	<ul style="list-style-type: none"> • Lower implementation costs • High quality interaction • Fast stakeholder involvement
Third scenario: a “council” of European LLL key actors	<ul style="list-style-type: none"> • All relevant actors are involved • Great variety of ideas/contributions • Use of inspired thinkers
OPPORTUNITIES	
First scenario: a balanced online and face-to-face approach to cooperation	<ul style="list-style-type: none"> • All EUCIS-LLL partners are involved • Possibility to reach a vast audience • Possibility to cover different topics and deal with different interests • Opportunity to make visible the added value of the civil society to LLL implementation
Second scenario: a knowledge portal to dialogue with citizens	<ul style="list-style-type: none"> • Good possibility to create new knowledge on LLL • Opportunity to create new relations with the LLL world
Third scenario: a “council” of European LLL key actors	<ul style="list-style-type: none"> • Extensive involvement of civil society • Improved interaction with national LLL responsible bodies

WEAKNESSES

- Need for time investment
- Need for resource investment
- Need for sponsors

- Need for excellent animation
- Motivation
- Need for content control

- How to enact leadership/ownership
- Need for excellent animation

THREATS

- Need for strong commitment in partners
- Sustainability over time

- Need for good usability
- Technical problems for connection/ navigation

- Competition between partner organisations
- Technical problems for connection/ navigation

Annex - Policy providers in the field of lifelong learning

ORGANISATION	MEMBERS	VISION - MISSION
AEGEE - European Students' Forum	It counts 15.000 members, active in more than 240 university cities in 43 European countries, making it the biggest interdisciplinary student association in Europe.	<p><u>Vision.</u> To promote: an open and integrated Europe, with a sense of common identity, defined and united by shared values, taking diversity as its source of strength; a society where all young people are provided with diverse learning opportunities, to become competent professionals in international settings. An ever-active role of citizens, from a young age, where personal and professional well-being is as important as responsibility towards social prosperity; a diverse network of young people; based on trust and mutual understanding.</p> <p><u>Mission.</u> To work as a non-formal learning platform for personal and professional development; a network for active citizenship initiatives at both grassroots and European level in all fields of society and a provider of intercultural experience for young people, through cross-border and cross-cultural activities.</p>
EAI CY - European Association for Leisure Time Institutions of Children and Youth	EAI CY represents over 25,000 organisations of non-formal education in Europe	It is the European association which unites organisations in Europe in the field of non-formal education.
EAEA - European Association for the Education of Adults	127 member organisations from 43 countries working in the field of adult learning and representing more than 60 million women and men learners Europe-wide.	<p>The EAEA promotes the social inclusion aspects of the Lisbon Strategy; it promotes adult learning and the widening of access and participation in formal and non-formal adult education for all, particularly for groups currently under-represented.</p> <p>The purposes of learning may be competence development for personal fulfilment and in employment related fields; for social change and active citizenship; for sustainable development and gender mainstreaming; for cultural and intercultural awareness and knowledge.</p> <p>The main roles of EAEA are: policy advocacy for lifelong learning at a European level; provision of information and services for its members; development of practice through projects, publications and training and international co-operation with other stakeholders in the field.</p>

LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>4 Fields of Action (Cultural Exchange, Active Citizenship, Higher Education, Peace & Stability) and 3 Focus Areas (European Citizenship, Global Challenges and Intercultural Dialogue).</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to intercultural dialogue, mobility, EU Citizenship.</p>
<p>After-school education, extra school education, non-formal learning, extra curricular education, out-of-school education.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to non-curricular education and informal/non formal</p>
<p>Adult learning, access to learning, non-formal and informal learning, competence development, personal fulfilment, intercultural awareness.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to social inclusion, adult education, intercultural dialogue, EU citizenship.</p>

ORGANISATION	MEMBERS	VISION - MISSION
<p>ECSWE - The European Council for Steiner Waldorf Education</p>	<p>26 national Waldorf Associations, representing over 650 schools in Europe. The number of schools is growing worldwide, at the moment there are around 1000 Waldorf schools in 61 countries and more than 1600 Kindergartens</p>	<p>ECSWE's purpose is to strengthen and develop Steiner education in member countries by active interest and mutual sharing of experience. The international Steiner curriculum provides the key principles for an education founded in local context and culture. Our innovative approach encourages children to grow as confident world citizens capable of valuing their own circumstances and background within a diverse world. Self esteem, respect for the culture, values and traditions of others, tolerance and understanding are essential qualities for the unfolding of individual potential as is a commitment to lifelong learning.</p>
<p>EFFE - The European Forum for Freedom in Education</p>	<p>The European Forum for Freedom in Education is an NGO in the field of education.</p>	<p>EFFE can be seen as a forum in which all current issues concerning education at primary and secondary level can be discussed. The vision inspiring the work of the European Forum for Freedom in Education is that of a Europe of peaceful neighbourliness and cultural diversity in and between the single nations. Participation by the EFFE as a non-governmental organisation in discussions on educational policy at EU level and in the development of the educational systems of its member states; with the schools providing general education being given priority. EU-Funding use of programmes by the effe or its members. The creation and cultivation of networks with other sympathetic civil society organisations.</p>
<p>EFVET - European forum of Technical and Vocational Education and Training</p>	<p>It is a representative forum for VET institutes (technical and vocational education and training institutes) from 21 European countries.</p>	<p>It is dedicated to delivering valuable contributions from the VET providers' point of view. EFVET is working at a strategic policy level as well as we have a key role in both initiating projects and acting as dissemination partner in (member) project development and activities. From a practitioner perspective EfVET provides a key role in offering members the opportunity to share good practice, explore new and innovative teaching and learning methodologies, develop partnerships across Europe and learn from each other.</p>

LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>Steiner Waldorf schools work with an integrated balance of artistic, practical and intellectual content in the curriculum with an emphasis on social skills and spiritual values.</p> <p>Science and technology taught throughout in age appropriate form.</p> <p>Key skills such as numeracy and literacy presented in an imaginative and creative manner.</p> <p>Enhanced mobility and international school exchanges because of common ethos and related core curriculum.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to basic skills, mobility, creative pedagogy.</p>
<p>EFFE members are interested and active citizens from the educational sector -teachers, schools, school-organisations - but also from administrative and university life, etc. Effe is open to pupils, parents, learners and teachers, in short everybody for whom plurality and autonomy in education are important matters.</p> <p>Knowledge and consciousness, the self-critical strength of the individual, empathy, ethical and political responsibility, aesthetic sensibility, experience and the ability and readiness to act decisively at the right moment.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to primary, secondary and tertiary education</p>
<p>Mobility of workers/employability. Equal opportunities for all. Transparency. Students' training, education and mobility. National networks of VET providers. Innovative teaching.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to mobility, APL, innovative pedagogy.</p>

ORGANISATION	MEMBERS	VISION - MISSION
EPA - European Parents Association	46 associations of parents	EPA supports the participation and collaboration of parents in many educational respects by: Gathering and disseminating information by means of EPA publications including, newsletters, seminar reports, EPA website, discussion forums, etc. Highlighting innovation in educational partnerships and spreading information about interesting and innovative educational practices. Promoting parents' ongoing support and training. Supporting research in all fields relating to the participation of the parents in the educational environment.
ESHA - European School Heads Association	It is a professional organisation for European School Heads. Members of ESHA are national organisations for school heads and deputy school heads within primary and secondary education. Nearly all European countries (both EU and non-EU) are represented within ESHA by one or more organisations.	Aims for ESHA are: - discussing and developing views within the ESHA membership on innovative education and on school leadership; - promoting these views on the European level influencing the policy of the European institutions (Commission, Parliament); - promoting international exchange and cooperation; - supporting the member organisations to play their role on the national level; - emphasising the particular role of the school head and promoting conditions that improve the quality of school leadership.
EUCEN - European University Continuing Education Network	EUCEN is the largest European multidisciplinary Association in University Lifelong Learning. It is registered in Belgium as an international non-governmental non-profit making organisation and has 212 members from 40 different countries.	To contribute to the economic and cultural life of Europe through the promotion and advancement of lifelong learning (LLL) within higher education institutions in Europe and elsewhere; to foster universities' influence in the development of LLL knowledge and policies throughout Europe to provide a forum for the development, interchange and dissemination of innovation and good practice on LLL within European higher education; to encourage high standards in all areas of LLL and to harmonise levels of quality for LLL among its members; to represent the interests of the LLL community within higher education and to European policymakers; to facilitate communication, liaison and collaboration with other appropriate bodies and organisations; to promote and conduct research into LLL and to disseminate the results of this research; to obtain, collect and receive money, funds and other property and to administer them in pursuance of the objectives of the Association.

LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>Role of parents in children education and learning. Early language learning Quality in education and training.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to language learning, quality of teaching.</p>
<p>The quality and development of education; the policy on education; the position of school leaders and the quality of school leadership; Educational changes in Europe; Educational policy in Europe. Personalisation of teaching; Mobility; Educational environment.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to quality of education, mobility, educational environments</p>
<p>Assist ULLL (University lifelong learning) policy makers in selecting the most appropriate and effective policies for their own institutions. Provide a forum in which ideas about ULLL can be discussed. Provide an accurate and rapid source of information to members on ULLL in European countries. Help members to strengthen their contacts with employers and the professions in European countries. Encourage the exchange of information between universities and employers to identify their changing LLL needs. Provide academic and administrative support with members working together to expand their LLL provision. Support members wishing to develop European LLL research. Provide opportunities for LLL staff development through staff exchange.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to dialogue with university, LLL research, mobility.</p>

ORGANISATION	MEMBERS	VISION - MISSION
EUROCLIO - European Association of History Educators	EUROCLIO aims to connect a network of 40,000 professionals who are active in the field of history education.	The overall aim of EUROCLIO is to promote and support the development of history education so that it strengthens peace, stability, democracy and critical thinking. EUROCLIO strives to shift the history and civics education in Europe towards inclusion of multiple perspectives, innovation, critical thinking, and connecting across boundaries of countries, ethnicities and religions. Recognising that history is a powerful mobilising force in societies, EUROCLIO promotes the sound use of history education towards the building and deepening of democratic societies.
EUROWEA - European Federation of Workers' Education Associations	Federation bringing together 46 European organisations aimed to promote workers' education.	To promote and advance, on the basis of the democratic labour movement, the education of workers and to further free and voluntary educational work, according to the principles of solidarity, justice, and equality, democracy and freedom. To support the establishment and development of workers' education organisations.
AEFP-EVTA - European Vocational Training Association	EVTA is a vocational training network comprising 23 members from 15 European countries, representing national training and, in certain cases, national employment services. Overall, EVTA's members manage approximately 2000 regional and local training centres, employ 50,000 trainers and train over 1,000,000 people per year.	EVTA is a European network that supports its members in their respective answers to the challenges of growth, competitiveness and social cohesion in the field of Life-Long Learning. EVTA is recognised by its members as the reference network which is seen as a leading partner by the relevant actors in Europe in the field of Life-Long Learning and the management of professional competences. EVTA is recognised as the reference network which is seen as a leading partner by the relevant actors in Europe in the field of Life-Long Learning and the management of professional competences. <p><u>Values:</u></p> <ul style="list-style-type: none"> -European mindset -Visibility -Tolerance and respect -Attractiveness -Professionalism -Innovation -Independence

LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>Professionalism and Knowledge Exchange, which includes training, the development of educational material and research on issues related to history and history education. Networking and Dissemination of Information, which includes sustaining an international network of at least 40,000 historians and history educators, maintaining a website, and editing and circulating Newsletters and a Magazine on the Learning and Teaching of History. Support for Sustainable and Participatory Governance and Operation, which means stimulating, initiating and strengthening of History Teachers' Associations, and empowering them by developing their capacities and facilities.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to history teaching related issues; mobility, EU citizenship.</p>
<p>European citizenship; solidarity; workers' rights;</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to right to learning for all; equality, mobility, EU Citizenship.</p>
<p>Mobility, Transparency of qualifications. E-learning. Train the trainers. Upskilling: upskilling of workers is only one of the activities which is dedicated to resolving the problems involved in anticipating restructuring. In order to close the gap between education and labour market and in order to avoid a mismatch, a competence based approach in vocational training is necessary. It seems that work based learning, is one of the important aspects of competence based learning. Regarding competence and work based training, EVTA focuses on different aspects: competence based training: organising study visits, workshops, and meetings in order to exchange experiences and good practices related to methodologies for describing and assessing competences and quality assurance. Work-based training (including mobility): setting up a digital system to improve the quality and quantity of work-based learning (abroad), the system will be tested and implemented during a two year European mobility project in the EVTA network.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to work-based learning; transparency of qualifications; competence based training; mobility;</p>

ORGANISATION	MEMBERS	VISION - MISSION
ETDF-FEFD - European Training and Development Federation	<p>ETDF-FEFD is an umbrella organisation linking 12 national associations of training and human resource development in Europe.</p> <p>These associations aim to develop exchanges between people with a professional skill and with responsibilities in education and human resources to allow them to benefit from experiences and information from different nationalities and cultures.</p>	<p>It aims to:</p> <ul style="list-style-type: none"> - Bring professionals in the field of human resource development together as a network in order to exchange experience and information; promote the creation and development of national professional associations in the area of human resource development; represent these associations' rights with public, national and European authorities. - Encourage and support cooperation and collaborative activities in the area of human resource development; provide for a collective representation, in Europe and globally, on human resource development and education projects, especially within the EU; protect the professionalism and ethics of professional training and in a broader context, to develop exchanges between men and women who have a professional skill and responsibilities in training and human resources to allow them to avail of different nationalities and cultures.
FEEC - European Federation for Education and Culture (EFEC)	<p>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 brings together 20 organisations worldwide.</p>	<p>To promote humanist values of secularism in education: non-formal and formal. Also to promote active citizenship in the links between non-formal and formal education. To promote sustainable development and environment issues in education.</p> <p><u>Missions</u> : share experiences and develop european and international projects.</p>
ISCA - International Sports and Culture Association	<p>The organisation has more than 130 affiliated member organisations (primarily non-governmental) in four continents and more than 40 million individual members. The association is governed by an executive committee of seven elected members and is steered by continental and technical committees. The secretariat is based in Copenhagen.</p>	<p>ISCA's philosophy is that sport is not just about competition and exercise, but also involves having a good time and making friends. Moreover, sport regulates social behaviour and creates a feeling of belonging – which in turn leads to a strengthening of democracy.</p> <p>It has the purpose of:</p> <ul style="list-style-type: none"> - supporting cross-border understanding through sport and culture - promoting sport as a bearer of cultural identity - encouraging the broadest possible participation in sports and cultural activities for affiliated members.

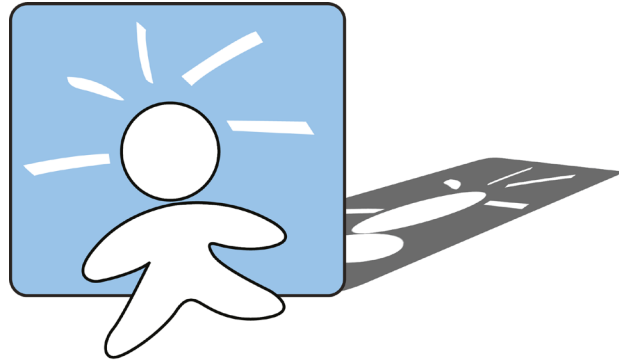
LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>Certification of qualification, Intercultural training, human resources development</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to human resource development; intercultural dialogue; transparency of qualifications.</p>
<p>Non-formal education and formal education. Intercultural learning. Secularism and promotion of «living together»</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to adult education, democracy, solidarity, EU Citizenship.</p>
<p>ISCA concentrates on three key areas - activities, education and policy-making. Moreover, ISCA takes a full role in the public debate on sport and culture and strives to influence policies in these areas. Overall, ISCA endeavours to improve the general health and well being of individuals in society.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to LLL in the welfare system; sport and education.</p>

ORGANISATION	MEMBERS	VISION - MISSION
FEECA - European Federation for Catholic Adult Education	It operates in 11 states.	It facilitates the connection of national Catholic adult education organisations towards a European network, which it represents in what is a multitude of European adult education providers. It supports, through maintaining a dialogue-based approach to education within a multicultural and multi-religious European society, the right of individuals and communities to livelihood and dignity, and raises its voice for a Christian idea of man. It represents Catholic adult education on a European level, as well as vis-à-vis politics and society at large, and other Christian churches. In doing so, FEECA contributes substantially toward establishing and fostering European educational and ecclesiastic policies. It promotes the professionalisation of Catholic adult education in Europe.
FICEMEA - International Federation of Training Centres in Methods of Active Education	The associations that make up the FICEMEA intervene in many and varied domains of educative, social and cultural action, in a different way according to the country and according to the local context and the particularities of specific social needs. Their fields of action are multiple.	The ambition of the FICEMEA is to federate the action of its associate members in order to promote active education methods and new education as widely as possible and to contribute to the transformation of educative and social practices throughout the world. To do so, the federation takes certain guiding principles as its own. By active education, the FICEMEA means education that is centred on the person (child, teenager, adult). Citizens, youth associations and people's education, education movements and other social actors, bear the responsibility to impulse, to support, and to concretise the right of every citizen to benefit, throughout his/her life, an education that puts into practice these principles.
SOLIDAR - European network of NGOs working to advance social justice in Europe and worldwide	With 52 member organisations based in 25 countries (20 of which are EU countries), member organisations are national NGOs in Europe, as well as some non-EU and EU-wide organisations, working in one or more of our fields of activity.	SOLIDAR voices the concerns of its member organisations to the EU and international institutions by carrying out active lobbying, project management and coordination, policy monitoring and awareness-raising across its different policy areas.

LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>Areas of interest: to raise awareness to the basic right of each individual to education, and by promoting structural measures to open up pathways to education for as many people in Europe as possible. To participate in the debate on and implementation of an up-to-date definition of education, together with schools, universities and adult education providers in Europe.</p> <p>To improve the image of general adult education vis-à-vis merely vocational training schemes.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to LLL as a right; adult education; holistic approach to learning.</p>
<p>FICEMEA promotes a pedagogical identity, inspired by the principles of New Education, with a secular approach. It gives priority to an intercultural identity and to shared values in overcoming differences. It aims to encourage exchanges and experiences through its different projects, relying on the cultural diversity of its members. On the international level, FICEMEA is involved in various different educational areas: youth, training, infancy, environment, education for everyone. Networking is one of its strategies to promote the globalisation of rights for education and for training to help bring about local development.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to pedagogical innovation; youth education; local development.</p>
<p>Social Affairs: a more social Europe International Cooperation - A rights-based approach to development, poverty eradication and social and economic justice. Education: access to education for all Many SOLIDAR member organisations work in education, in particular in the fields of adult education (workers' education) and lifelong learning. Competences. It seeks to promote the professional, social and individual dimensions of education shared by the members of SOLIDAR and to widen access to all forms of education, including non-formal and informal education.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to the social component of LLL; accessibility to learning; workers' education; non formal/informal education.</p>

ORGANISATION	MEMBERS	VISION - MISSION
IAEC - International Association of Educating Cities	Educating cities started as a movement in 1990 based. In 1994, the movement formally became the International Association of Educating Cities. Today, it gathers more than 320 cities around the world.	IAEC philosophy is that today more than ever the city, large or small, offers countless opportunities for education. In one way or another the city contains within itself major elements for integral education and training that makes it at one and the same time a complex system, object of educational attention and a permanent, plural, multi-faceted, educating agent capable of counteracting inimical educating elements. The educating city must undertake and develop this function while undertaking its traditional functions (economic, social, political and as a purveyor of services) with its sights squarely on the education, promotion and development of all its inhabitants. The educating city will give priority to children and youth, but with a commitment to including persons of all ages in lifelong learning.
FREREF - Foundation of European Regions for Research in Education and Training	The FREREF was founded in 1991. Today, it has 15 member regions and 3 member institutions, and cooperates regularly with some twenty other regions.	FREREF's purpose is to promote concrete inter-regional cooperation in the field of lifelong learning: <ul style="list-style-type: none"> - Acting as a platform for the exchange of practice and cooperation between regions - Working along with the actors and policies at European level in the field of LLL Integrating all stakeholders concerned: regional policy makers, social partners, researchers, actors on the ground - and through them, citizens <ul style="list-style-type: none"> - Staying available to member regions with a specialised team fostering cooperation and facilitating projects.
EURASHE - European Association of Institutions in Higher Education	EURASHE (European Association of Institutions in Higher Education) is the (international) association of European Higher Education Institutions – Polytechnics, Colleges, University Colleges, etc. – devoted to Professional Higher Education and related research within the Bachelor-Masters structure.	The mission of the association is to promote the interests of professional higher education in the member countries of the EU and in other European countries, in institutions which are public or recognised and/or financed by the public authorities. EURASHE's main objective is, therefore, to defend the interests of the professionally oriented HEIs, and to continuously enhance the importance and the quality of professional higher education in Europe. It aims at contributing to the progressive development of the European Higher Education Area (EHEA), especially through its active involvement as a consultative member, in the Bologna Follow-up Group. The 'global dimension' of the Bologna Process is of particular importance to EURASHE, as it has established relationships with countries outside the EHEA such as Canada, Kazakhstan, Syria.

LLL RELATED AREAS OF INTEREST	POTENTIAL CONTRIBUTION TO EILL
<p>Learning as a civic right. Intercultural dialogue, empowerment of citizens. Personal development. Intergenerational dialogue. Language learning. Learning space. Anti discrimination policies.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to learning as a civil right; intercultural dialogue; personal development; LLL governance; Learning environment; urban dimension of learning.</p>
<p>Regional policy-making; good practices on LLL; inter-regional cooperation; research on LLL; early school leaving, mobility.</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to regional dimension of learning; interregional cooperation.</p>
<p>ECVET Employability Intermediate Degree in the LLL Process Lifelong Learning Social Dimension Sustainable Entrepreneurship</p>	<p>Participation on the editorial staff; Contribution to proposal making; Contribution to interaction with institutions and stakeholders: Dialogue with other organisations involved in LLL; Specific attention to higher education; the social dimension of learning; link with the labour market; transparency of qualification; employability of EU citizens.</p>



EUCIS-LLL

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