



EUCIS-LLL

European Civil Society Platform on Lifelong Learning



Activity Report 2009



EUCIS-LLL

2009 Activity Report

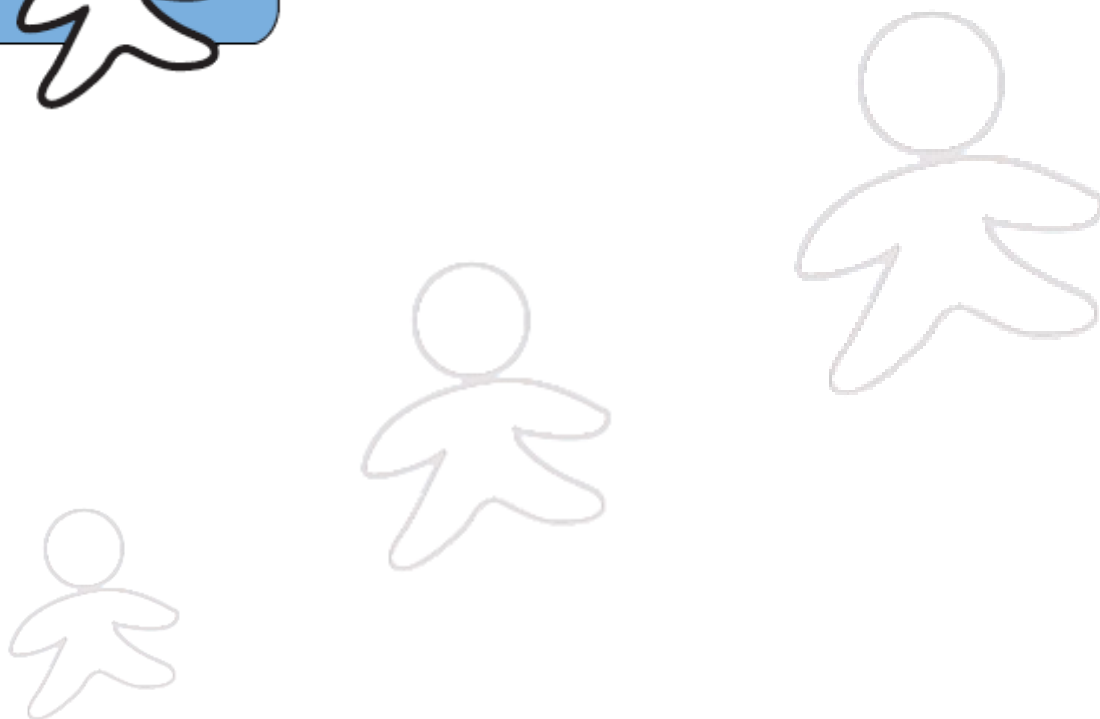
TABLE OF CONTENTS

	1. Who are we?, page 3
	1.1 Why such a platform?, page 4
	1.2 EUCIS-LLL Leitmotiv, page 5
	1.2. Historical perspectives, page 7
	1.3. Structure, page 8
	1.4. Members of the steering committee, page 9
	2. Key moments, page 11
	2.1. Events, page 13
	2.2. Common campaigns and positions, page 14
2.3. Participation to the European institutions' working groups, page 17	
	2.4. EU civil dialogue, page 18
	2.5. Information watch, page 19
	3. Members, page 20
	4. Budget report, page 26





Part I: Who are we?



1.1. WHY SUCH A PLATFORM?

The setting up of the European Civil Society Platform on Lifelong Learning (EUCIS-LLL) is a response from civil society organisations to the definition and implementation of a European policy in the field of education and training notably in the frame of the Lisbon strategy.

The aim of EUCIS-LLL is **to build a common citizen's voice** on education and training issues and to propose concrete solutions based on the expertise and competences of its networks' practitioners.

EUCIS-LLL members **share a common position on lifelong learning as a continuous process that is not excluding for individuals**. This process should enable citizens' personal as well as professional development; it should be designed for the citizens as much as for the "producers". Moreover, EUCIS-LLL is committed to a process that is not limited to initial training but integrates all the ages of life at a same level of esteem and involvement which implies the mobilisation of important resources, especially for publics that are the most remote from education and training.

EUCIS-LLL promotes an enhanced cooperation between the different actors of education and training.

Through its members, **it embodies an integrated approach to lifelong learning**. Its 19 members are active in formal and non-formal education, in vocational training or in initial and continuing education. EUCIS-LLL wishes that the synergies that emerge from these encounters at European level can also be made possible at national and local levels. It notably promotes the organisation of "Lifelong Learning Weeks" throughout Europe.

The platform has also initiated a **systematic exchange of practices** between its members, notably in the field of basic skills as key competences for life. A database gathers more than one hundred examples of good practices in this field. It also encourages the member organisations from its networks to build **cooperation projects together** notably through the organisation of contact seminars.

This gathering of education and training actors at European level takes part in the frame of the emergence of a genuine European civil society. One of the major challenges for both EUCIS-LLL and other platforms is the advent of a participative democracy that reinforces and completes representative democracy, in order to **build a real European civil dialogue**.



1.2. EUCIS-LLL LEITMOTIV

Creating a climate of citizen involvement in European politics continues to represent a great challenge.

It goes without saying that a project should involve and engage the parties to which it is destined. The Lisbon strategy is still not integrated nor lived out by citizens. Lifelong Learning policies are not being shared and there has been very little opportunity for discussion on a citizens' level.

Lifelong learning needs to be understood as an open pathway that enables each citizen to learn throughout life, from cradle to grave. Facilitating access to education and training systems is still a great challenge for Europe. The 2008 Joint Council/Commission Report on the implementation of the Education & Training 2010 work programme (February 2008), clearly states that *"implementation (of lifelong learning) is still the greatest challenge for lifelong learning strategies. It needs strong institutional commitment, coordination and **partnership with all relevant stakeholders**"*.

EUCIS-LLL was created with the purpose of involving the different Lifelong Learning actors, as much as possible, in the dynamics of discussing and implementing the policies and actions of the European Commission. Our collective aim is **to offer the possibility for the European citizen's voice to be heard on educational issues**, and, leaning 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 Commission can be realised.

Lifelong Learning remains an activity for the administration and for the privileged few (individual implementation).

On the one hand, access to lifelong

learning remains non-equalitarian and limited. In 2006, for example, an average of 9.6% of Europeans aged 25-64 were participating in education and training activities - with important discrepancies as adults with a high level of education were around six times more likely to participate than those with a low level. This is one illustration of the work that remains to be done in EU Member States to make lifelong learning a reality.

On the other hand, organised civil society is still little consulted by the Member States and the EU institutions in the definition, implementation and evaluation of public policies. And yet, their field experience and their expertise are crucial to better policy- and decision-making in the EU. EUCIS-LLL very much supports the efforts made by the European Commission to encourage better partnerships between civil society organisations and institutions at European, national and local levels.

EUCIS-LLL is striving to increase participation in LLL policies (civil dialogue).

EUCIS encourages the participation of civil society actors in policy making at national, local and European levels. However, this **participation** will not happen if people are not **informed**.

Such **information** can be enriched with the concrete daily life experiences of "real people". But this kind of enriched **information** will not surface without **discussion** and responsible discussion does not happen by accident. We must therefore create privileged moments of collective comparison that will allow citizens to contribute to the different processes of implementation. EUCIS-LLL intends to be this place and to create occasions where this comparison and discussion can thrive.



In this kind of approach there is room for an idea to grow up, to be passed around, adapted, developed and finally realized. A wealth of experience can be shared, thus supporting **debate and action**. This can improve policy- and decision-making.

Ideas on how to put into action the European Commission's Lifelong Learning policy need to be aired. Ideas need to be listened to; ideas from all European countries and from all sectors of education and training. **The European Commission needs to rely on the increased participation of civil society representatives and needs to take into account these ideas.** EUCIS-LLL can be a privileged interlocutor in this process.

In order to reach the Lisbon goals, it is essential to foster a coherent approach of LLL (institutional implementation).

As civil society's platform on Lifelong Learning, EUCIS-LLL promotes cooperation between different networks working at EU level on education or training. Together, these networks cover all sectors of education and training including networks for higher education, vocational education and training, adult education and popular education; networks for students, educational advisors, teachers and trainers. **Through its members, EUCIS-LLL embodies lifelong learning** (formal, non formal and informal learning).

By encouraging actors working in education and training to build common solutions, it **contributes to**

and promotes the increased flexibility between systems and levels (formal, non formal, informal; initial, vocational, continuing education and training...) Appropriate policies are necessary to support this "cradle to grave" approach of lifelong learning as well as to allow such interconnectedness between different learning pathways.

With coherent lifelong learning strategies at EU, national and local levels that involve stakeholders, participation in lifelong learning can significantly be increased in Europe!

EUCIS-LLL facilitates this in functioning across European borders and across sectors to represent civil society. It establishes a civil dialogue that takes into account the whole range of lifelong learning and facilitates the dialogue between the different stakeholders. The platform can be a **useful tool for the European Commission in the coordination of its relations with organised civil society**, notably in the frame of its consultations.

Not one of the networks within the EUCIS-LLL platform is broad enough to stand alone as representing and promoting Lifelong Learning actors' voice. The platform represents a chance for EU institutions to have a clearer vision on and access to the different actors working in education and training at European and national levels. **The platform can work as a resource centre, facilitating the cooperation between institutions and civil society organisations.**



1.2. HISTORICAL PERSPECTIVES

In spring 2001, several European networks with experience in the field of education and training met to share their experiences in the frame of a **consultation on the Memorandum on lifelong learning**. This consultation gave rise to the publication "**Accent sur l'apprentissage tout au long de la vie**" (focus on lifelong learning) in 2001. Its conclusions were integrated in the publication of the 2002 European Commission "*Making a European area of lifelong learning a reality*".

Following this event, some of the networks decided to establish a permanent platform in order to take part jointly **in the debates on the future objectives of education and training systems** in Europe. The platform has in particular developed a consultation basis open to all interested civil society stakeholders, dedicated to the debate on Lifelong Learning and on the creation of a "Europe of knowledge".

Furthermore, it introduced a **systematic exchange of good practices** between its members, especially in the field of basic skills as key competences for life.

A conference "**Skills for Life as the Key to Lifelong Learning - Towards achieving the Lisbon strategy, EUCIS-LLL**" was held in May 2004 in the premises of the European Economic and Social Committee, in Brussels. The outcomes of this initiative, financed by the European Commission, were assembled in two leaflets: ***Skills for Life as the Key to Lifelong Learning - Towards achieving the Lisbon strategy, EUCIS-LLL***, which describes the political climate and the impact of lifelong learning and the ***Guide to Good Practices in Basic Skills in Lifelong Learning***, which presents a practical aid to organise basic skills in various environments, based on a wide presentation and analysis of examples of good practices.

The success of this initiative encouraged the members of the platform to pursue their cooperation without any financial support. **In September 2006, the platform was officially created**, when its statutes were published in the *Moniteur belge*.

2007 and 2008 represented a new stage in the strengthening of the platform. The interest of civil society organisations was very strong, as it may be deduced from the quick enlargement of the platform. **EUCIS-LLL organised numerous events, conferences or public hearings.**

EUCIS-LLL

2005:	6 members
2006:	12 members
2007:	15 members
2008:	16 members
2009:	19 members

The Platform is more and more recognised by the EU institutions as a major actor. It notably co-organises with the European Commission the **Stakeholders' Forum** on EU cooperation in education and training since 2008. These annual Forums enable a broad consultation of stakeholders for the European Commission. Since 2009, they became annual events.

In 2010, EUCIS-LLL has been **recognised as a monopoly by the European Commission**. This decision highlights the platform's particular role in encouraging a better dialogue between civil society organisations in education and training as well as between them and the European institutions. EUCIS-LLL will receive a specific funding to enable the development of knowledge exchange amongst its members.



1.3. STRUCTURE

General Assembly

It is the **highest body of the association**. It has all the powers needed to realise the objectives of the association. Headed by the President, its annual meeting is attended by all its members. In 2009, the General Assembly took place on 19th March in Brussels.

Steering committee

The steering committee is the **administrative body** of the platform. It is in charge of the daily administrative tasks of the association, of the implementation of the General Assembly decisions and of the representation of the association in all administrative, judicial and extrajudicial acts. It has all the powers that are not reserved to the General Assembly. This committee meets at least four times per year.

In 2009, this group met 6 times:

- February 23rd, Brussels
- April 8th, Brussels
- April 30th, Brussels
- June 17th, Brussels
- September 21th, Brussels
- December 16th, Brussels

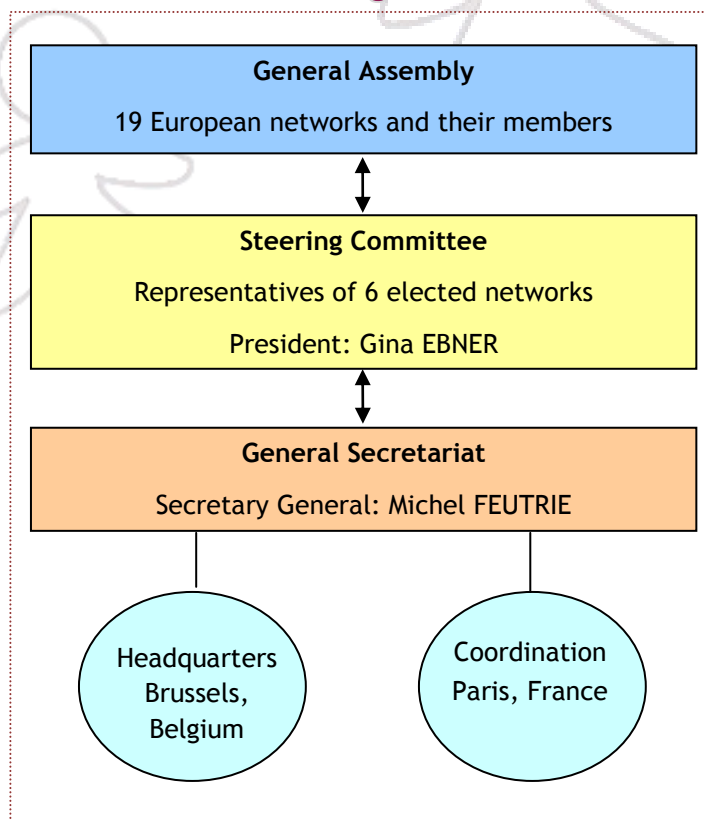
Secretariat

The General Secretariat is in charge of the **supervision of the platform's activities**.

Michel Feutrie is the Secretary General he monitors that the steering committee respects the work programme adopted by the General Assembly.

The coordinator, Audrey Frith, is in charge of the day to day management of the platform. Her missions is to write the minutes of the steering committee meetings, to be the link between the member organisations and partners, to communicate on the Platform's activities and to organise the events related to the EUCIS-LLL's working programme.

eucis-III organisation



1.4 MEMBERS OF THE STEERING COMMITTEE

ELECTED BOARD



Gina EBNER, President

Regina Ebner has been Secretary General of the European Association for the Education of Adults (EAEA) since 2007.



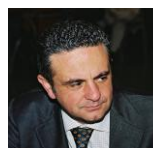
Michel FEUTRIE, Secretary General

Doctor in Education Sociology, Michel Feutrie is notably President of European University Continuing Education Network (EUCEN).



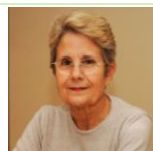
David LOPEZ, Vice President

He is notably Secretary General of the European Federation for Education and Culture and representing SOLIDAR within the platform.



Tommaso GRIMALDI, Vice President

Tommaso Grimaldi is notably the Secretary General of the European Vocational Training Association (EVTA).



Pilar FIGUERAS, Vice President

Pilar Figueras has been Secretary General of the International Association of Educating Cities (IAEC) since 1994.



Peter HODGSON, Treasurer

Peter Hodgson is the corporate director of the Norton Radstock College. He is President of the European Forum for Technical and Vocational Education and Training (EfVET).

SECRETARIAT



Audrey FRITH, Coordinator

Audrey Frith deals with the general coordination of the platform. At national level, she is European policy officer at the European department of the Ligue de l'enseignement.





Part II: Key moments



2.1. EVENTS

Public hearing "Lifelong learning, a key to achieve European active citizenship", September 22nd 2009, Brussels

EUCIS-LLL, in partnership with the European Economic and Social Committee, organised a next public hearing on "Lifelong learning, a key to achieve European active citizenship?" on 22 September 2009 in Brussels. This event is part of a broader reflexion on how to promote active citizenship in education and training. EUCIS-LLL had already organised a workshop on this topic during the "European Civic Days" in La Rochelle in September 2008.

Apart from its role of imparting learning content, education and training have a crucial social and civic role to play. They contribute to the strengthening of democracy and of social cohesion. The results of the European elections, with a European turnout of 43.1 %, teach us a lesson. Most citizens do not feel their vote will change the way the EU functions and sometimes do not even know what is going on in Brussels. *How to create the conditions for a better appropriation of the European construction?*



During this event, participants were invited to share ideas and experiences on how to foster active citizenship in lifelong learning - taking into account the different contexts of learning, formal but also non formal and informal, from "cradle to death". The participants also outlined its limits.

They were notably invited to join into small groups in order to discuss the concept of active citizenship and to share what was crucial to develop in lifelong learning according to them.



The 10 key messages that emerged were synthesized as follow:

- Basic skills are a prerequisite to the active participation of citizens!
- Learning about the EU in schools!
- Enabling teachers and educators to participate in lifelong learning!
- Developing partnerships!
- Recognising the role of non formal education!
- European associations contribute to the development of active citizenship!
- EU mobility programmes are too small to have a real impact!
- Enforcing a structured framework for EU civil dialogue!
- A shared responsibility!
- Investing in lifelong learning!

These messages have been developed in a communication paper that was largely disseminated amongst our various partners. It can be downloaded from our website.



Brainstorming session on "EQF-NGF, tools for learning continuity?", September 22nd 2009, Brussels

The European Qualification Framework (EQF) works as a translation device between different national qualifications systems (NQF). The core of the EQF are eight reference levels describing what a learner knows, understands and is able to do. Countries are invited to relate their NQFs to the EQF by 2010 and to introduce a reference to EQF levels in certificates and diploma supplements by 2012.

The European Commission is monitoring the implementation of the EQF at national level notably through the setting up of an "**EQF advisory group**", composed of representatives of Member States, European social partners and other stakeholders, including EUCIS-LLL. The group's work is complemented by the Cluster on the Recognition of Learning outcomes, which supports the validation of non-formal and informal learning.

In June 2009, EUCIS-LLL started an **internal consultation** on the EQF-NQF. The objective was to get feedback from the different sectors on the implementation process at national and local levels. A collaborative workplace was also published online.



EUCIS-LLL organised a **brainstorming session on "EQF and NQF: tools for learning continuity?"** on 22 September 2009 in Brussels. This was meant to share knowledge about the sectoral implementation of the EQF-NQF and to share common preoccupations.

EUCIS-LLL members generally support this initiative that **contributes to the implementation of lifelong learning strategies in Europe**. It encourages Member States to rethink their education and training systems in a more global perspective. Indeed, the EQF applies to all types of education and training including non formal and informal learning. It thus implies that the systems make possible articulations between different educational sectors.

EUCIS-LLL members nevertheless regret that currently **the debate remains more on a technical level instead of being part of a more reflexive process**. The way we define qualifications means a lot about how our societies value education and training, which are a key element of the European social model.

Furthermore, **education and training actors are little involved** in the process which is very problematic in terms of successful implementation.

EUCIS-LLL thus raised the following needs:

- a definition of qualifications based on learning outcomes;
- to take into account non formal and informal learning;
- to develop the validation of non formal and informal learning;
- to promote continuity and progression;
- to enhance comparability and recognition;
- to involve civil society stakeholders;
- to define the next steps and priorities for after 2012.

EUCIS-LLL communicated the results of these exchanges notably during the Advisory Group of the European Commission. This work will be followed in a specific working group in 2010.



European Stakeholders' Forum on European Cooperation in Education and Training, 9th February 2009, Brussels

The European Commission, in partnership with EUCIS-LLL, organised a Stakeholders' Forum for broad consultation of European Stakeholders on 9 February 2009, in Brussels. Around sixty participants representing various organisations in education and training participated in the Forum. This is the second Forum taking place.

The European Commission aimed to consult the various stakeholders on the updated strategic framework for European cooperation in education and training (as part of its end 2008 Lisbon package). It also wanted to consult stakeholders on the European Year 2010 on innovation and creativity.

The participants gathered within four different workshops that analysed the strategic challenges identified in the Education and Training framework: "make learner mobility a reality", "improve the quality and efficiency of provision and outcomes", "promote equity and active citizenship" and the "working methods: actors' responsibilities and involvement".



The exchanges that took place were very rich. On the global orientation of the text, the participants outlined that in the **context of economic crisis, it was necessary**

to propose greater ambitions for the EU educative and social agendas

than the ones proposed in the Communication for an Updated strategic framework on EU cooperation in education and training.

They agreed that a balanced approach to lifelong learning should be promoted (personal development as well as the civic, social and economic dimensions):

- Lifelong learning does not only serve economic goals and competitiveness but generally the quality of life. It should be both a tool and a goal in itself.
- The role of education in promoting

social cohesion should be recognised and reinforced.

More coherence is also needed between different policy areas. The cooperation between the different actors should be enhanced and encouraged at all levels (social partners, civil society organisations, institutions).



Integrated lifelong learning systems should be implemented:

- Flexible learning pathways should be promoted (i.e. learning outcomes, learner centred systems).
- Exchange of information between stakeholders should be developed.
- Build stronger effective synergies and pathways between education sectors.

A sustainable investment in education and training is of course needed.

Better communication and promotion of lifelong learning at all levels should be supported (i.e. national contact points, LLL weeks).

EUCIS-LLL was responsible for drafting the programme with the DG EAC and for the publication of the general report and of the Stakeholders' key messages. The latter was presented to the Member States during their High Level Group of June 2009.

The European Commission announced it would organise another Forum in 2010 most certainly on the "Youth on the Move" Initiative.



European Stakeholders' meeting, 19th March 2009, Brussels

EUCIS-LLL organised a meeting between its members and other stakeholders working in the field of education and training to have an open discussion about the role and function of a platform like EUCIS-LLL.

The platform was created to cross the perceptions and to enable different civil society actors to work together. It is an independent organisation focusing on lifelong learning. According to its vice-president, Tommaso Grimaldi, the goal of the platform should be to create the conditions to make people active by setting up the necessary structures. Civil society organisations, citizens, should express themselves on the Open method of coordination (OMC), on the strategic framework. **Our main value is the value of participation.**

Participants agreed and reminded that it was very important to foster **our common vision of lifelong learning that is not limited to employment.** Indeed, when the Lisbon strategy was adopted, it was very ambitious, it favoured personal development. Now, it is mainly focused on economic development and growth while the personal and the civic dimensions are put aside. Education and training does not only aim to employment but to personal development, to social inclusion. We need to remind these common values and goals.

Participants also discussed about the added value of a platform like EUCIS-LLL. According to its General Secretary, Michel Feutrie, EUCIS-LLL is not a classic network nor a network of network, it is a **space to exchange, to discuss between people, institutions, that all work in education and training.** Its members are not in agreement on everything but they share a will to work on a common project which main issue is lifelong learning. According to him, EUCIS-LLL added value can be summarised around four central ideas:

- **Promote the point of view of civil society organisations** that work in the field of E&T.

- **Look for a common vision of lifelong learning** that is balanced.
- **A unique space for exchange**, to put forward the interest of groups that are not represented traditionally.
- Attending our meetings is always a **cross-fertilisation for our networks**, sectors, cultures, that enriches our collective vision. To cover to whole field of lifelong learning, we need this collective work.

The questions is how to respect the diversity without impoverishing the debate? How to avoid the people defending his/her corporation, her/his field? How to benefit from each contribution?

In terms of functioning, participants outlined that it was important to **strengthen our impact** on European Institutions and notably on the Council and on the Parliament. We have to react to EU policies but our task is also to propose some topics. We have been the drivers for the LLL Weeks or the Institute for LLL for example. This needs to be continued.

We want to be able to **cooperate with EU institutions while being completely independent.** There is a balance to find. Today, EUCIS-LLL is fully independent, we receive no public funding. We build on our members' contributions. Finally, it is important to look at procedures, the connections with the national level are very important. Some also outlined that we **needed to know each other in a better way.**

The participants also discussed about the Stakeholders' Forum on EU cooperation in Education and Training. It is a space where we can voice our concerns and agree on key messages. Of course, it remains an event of the European Commission and the way they take into account our proposals is out of our control. EUCIS-LLL could organise a Forum for stakeholders independently and in parallel. There is also the goal of developing Lifelong Learning Weeks.



2.2. COMMON CAMPAIGNS AND POSITIONS

Promoting "Lifelong Learning Weeks" in Europe

The idea of organising Lifelong learning Weeks (LLL) comes from the fact that the members of the platform feel the need to valorise the concept of LLL towards civil society organisations and the citizens at national and local levels. Indeed, EUCIS-LLL is a platform of European networks; **the synergy that results from their encounter should also be fostered at national and local levels.**

This kind of event is not new, several initiatives already exist in Europe. The

idea is to **federate them under a common label** and to improve them thanks to the participation of all actors working in the field of education and training. This label would promote these events via the support of EUCIS-LLL.

In order to receive that label, the organisers would have to comply with the principles, objectives and technical modalities described in the **Lifelong Learning Weeks Charter.**

European Elections, Manifesto to future EU deputies

EUCIS-LLL members decided to work on common messages to send to the future EU deputies in the frame of the European elections that took place in July 2009. These messages were gathered into a manifesto that was largely sent to candidates around Europe. This manifesto was meant to raise awareness on the need to adopt balanced lifelong learning policies.

The European Commission supports, develops and implements lifelong learning policies with the aim of enabling countries to work together and to learn from each other. It does so through the "open method of coordination" while respecting the full competencies of Member States in education and training. It is clear that the EU has a growing influence on national lifelong learning policies. European deputies, as representatives of European citizens, should ensure that EU decisions respect EU citizens' interests.

Too often, lifelong learning is limited to adult education or to vocational training while it should encompass the whole spectrum of formal, non formal and informal learning in a life-wide perspective. It shall not be limited to economic growth and competitiveness but shall also aim to social inclusion, active citizenship and personal development. Investment in lifelong learning (LLL) is of utmost importance notably in times of economic recovery.

The European civil society platform on lifelong learning, thus invited future deputies to foster and adopt policies that are owned by the citizens and respond to their needs, to increase access to learning continuity, to recognise the social dimension of education and training and to contribute in the implementation inclusive and coherent lifelong learning strategies at national and European levels.

European Framework for EU cooperation in Education and Training "ET2020"

EU member states and the European Commission have in recent years strengthened their political cooperation in the field of Education and Training. The Council Conclusions on a strategic framework for European cooperation in education and training ("ET 2020")

were adopted in May 2009. Building on progress made under the previous work programme, the framework defines strategic objectives for the period up to 2020 as well as priority areas for the first cycle 2009-2011.



EUCIS agrees with the need to put lifelong learning at the core of the European agenda in a worldwide perspective and wishes that Member states implement concretely the recommendations of the ET2020. However, if *“the primary goal of European cooperation should be to support the further development of education and training systems...”* it also wishes to outline that education and training systems should also be aimed at the quality of life of European citizens.

EUCIS-LLL would notably like European Institutions and Members States to consider the following issues

which we feel are insufficiently developed in the Council conclusions:

- Recognising the social dimension of education and training
- Consulting and involving civil society organisations
- Communicating on EU cooperation in Education and Training

The different proposals are gathered in a communication paper that was largely communicated to EU institutions and Member states representatives in July 2009.

Future of the Lifelong Learning Programme

The European Commission launched a public consultation on the review of the Financial Regulation in October 2009. The members of EUCIS-LLL are essentially working with the Lifelong Learning Programme (LLP) and have thus decided to share their experiences on this particular programme. Some of its members also contributed to these debates directly notably on the sub-programmes that concern more specifically their sector.

Most of our proposals concern the simplification of administrative and financial procedures. They could apply to many other programmes.

EUCIS-LLL members find the LLP extremely important and underlined that they have had very positive impacts on their work, their organizations and their countries. Most

are happy with the LLP current structure.

They nevertheless outlined that it is very difficult for small or medium organizations (training centres, associations, etc.) to access EU programmes and the programmes do not sufficiently take into account the specificities of civil society organisations.

In this position paper, they present these difficulties and make some concrete proposals to improve the future programmes.

We also invite the Member States to increase the overall budget allocated to EU programmes and more particularly to the LLP in the next budgetary period.

EQF-NQF implementation at national and sectoral levels

The European Qualification Framework (EQF) works as a translation device between different national qualifications systems (NQF). EUCIS-LLL supports this initiative that contributes to the implementation of lifelong learning strategies in Europe. It nevertheless wants to raise a few concerns such as the need to develop the validation of non formal and informal learning, to promote

continuity and progression or to better involve civil society stakeholders.

Following the internal consultation that began in July 2009 and the brainstorming session organized on 22 September, the members agreed on key messages about the implementation of the EQF-NQF at national and sectoral level. This communication paper was largely disseminated to our partners.



2.3. PARTICIPATION TO THE EUROPEAN INSTITUTIONS' WORKING GROUPS

European Commission Platform on the future of schools

EUCIS-LL was a member of the informal platform of the European Commission on school education. This group gathered civil society organisations such as EUCIS-LLL, OBESSU (student unions), ESHA (school heads) of AEDE (teachers), as well as social partners. EUCIS-LLL was represented by its members working in the field of formal education, Lie Feron (EFFE) and Werner Govaerts (ECSWE).

In a first stage, civil society organisations and the social partners were invited to give their feedback on the consultation document to be published by the European Commission and to mobilise their civil society organisations around it.

In 2007, EUCIS participated in a conference on "Schools in the 21st Century" organised by the Portuguese presidency of the EU in Lisbon and organised a public hearing in Brussels. Considering the diversity of its members, the platform did not respond directly to the consultation but encouraged its members to do so. It also invited its members to

continue to share their experiences on school education related topics.

European Qualifications Framework Advisory Group

The EQF Recommendation invites countries to refer their national qualifications levels to the EQF by 2010. To meet this deadline and to ensure that the referencing process is designed in such a way that it can be understood and trusted by stakeholders in all countries involved, the Commission has created the EQF advisory group composed of representatives from all concerned countries, from social partners and the Council of Europe.

As a representative of diverse voices from the civil society, EUCIS-LLL has been invited to send a representative to the second meeting of the EQF advisory group on 29 and 30 of September 2008. During this meeting, the EQF Advisory Group has agreed on a set of criteria and procedures to guide this process. This group met on 5-6 March 2009.



2.4. EUROPEAN CIVIL DIALOGUE

Civil Society Contact Group

EU Civil Society Contact Group

The Civil Society Contact Group (CSCG) gathers eight big European platforms (social, international solidarity, human rights, environment, women's rights, arts and cultural heritage, public health, education and training). It brings together hundreds of European NGOs and thousands of affiliated national NGOs and struggles for the development of dialogue between organisations of the civil society and the European institutions as an essential part of the strengthening of participatory democracy.

In 2008, the Civil Society Contact Group followed the implementation of the lobbyist register. It notably published guidelines for those organisations that wished to register. It also planned actions in the frame of 2009 elections.

Main positions and actions in 2008:

- "Major European NGOs disappointed with the proposed voluntary lobby register", 23 June 2008
- "Public interest organisations call for equal treatment under new lobby register", 29 May 2008
- "Improving Transparency on lobbyists' activities - Set the European Parliament as a champion", 08 May 2008
- "Civil Society Contact Group contribution to the EU budget review consultation", 3 April 2008
- Lunch debate "How to improve relations between NGOs and the Council?", 15 December.

EUCIS-LLL is represented in this group by Gina EBNER, vice-president of EUCIS-LLL and by Audrey FRITH, coordinator of EUCIS-LLL in replacement of Laure Onidi, AEGEE.

Liaison Group of the European Economic and Social Committee



EUCIS-LLL is a member of the Liaison Group of the European Economic and Social Committee. Jean-Marc Roirant, EUCIS-LLL president, has been co-chair of the EESC since May 2006. The mission of the Liaison Group is to guarantee that the Committee has a concerted approach to European civil society networks and organisations and to ensure that common initiatives are well monitored. The setting up of the Liaison Group fits in the framework of the initiatives undertaken by the Committee in the past years to strengthen cooperation with European civil society organisations and to play its role as a privileged intermediary body between the EU institutions and organised civil society.

In 2008, the European Economic and Social Committee underwent an evaluation by the European stakeholders. Civil society organisations and networks and the EESC authorities managed to find solutions in order to better the functioning of the group in 2009. Important actions are already planned on civil dialogue (European Day to promote civil dialogue in April 09, common message to the future deputies, etc.).

EUCIS-LLL is represented in this group by Tommaso Grimaldi, vice-president of EUCIS-LLL.



2.5. INFORMATION WATCH

Newsletter

Since September 2006, a newsletter has been published to ensure a better appropriation of European policies and strategies in the field of lifelong learning. In 2008, two newsletters were published.



The newsletters are widely sent to member networks and to the various actors active in the fields of education and training (European and national institutions, social partners,

education and training organisations, local, national and European civil society organisations, etc.), which represents more than 1,000 persons.

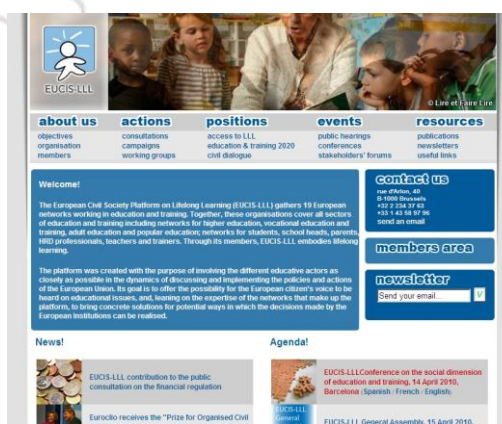
Updated presentation brochure

The presentation brochure was updated in 2009 to take into account the enlargement of the platform to four new networks, representing a total of 19 members. Widely spread in an electronic format and published in more than 1,500 copies, in French and English, this brochure supports the communication around the platforms' activities. It was sent to national and European institutions, to social partners and to civil society organisations active in lifelong learning at local, national or European levels, to accompany position papers, newsletters or the notice of events by EUCIS-LLL and its members.

Website

In 2009, EUCIS-LLL published its new website: www.eucis-lll.eu. It presents the platform's goals, activities, members and other useful information. It also proposes a "resource centre" that should be enriched by members' contributions. Indeed, many of EUCIS-LLL networks and their members are producing interesting researches or tools that one cannot find easily in libraries. The website could be used as a tool to gather all this information and to share it with the public. It also proposes an index that will help the users to find the data according to key words. The website could also centralise the different events organised by the members notably in the frame of the "lifelong learning weeks".

EUCIS-LLL website represents a new challenge for the development of the platform and will require the involvement of all the members!



3. MEMBERS

1/ European students' Forum (AEGEE)

AEGEE is one of the biggest interdisciplinary student associations in Europe; it is represented by 15.000 students, active in 241 academic cities, in 43 countries all around Europe. AEGEE is a secular, non-profit organisation, not linked to any political party. All projects and activities are based on voluntarily work of its members. AEGEE promotes a unified Europe. It strives for cross-border co-operation, communication, and integration among students and to create an open and tolerant society.

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<http://www.karl.aegee.org/>

2/ The European Vocational Training Association (EVTA)

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 a vocational training network which comprises 23 members from 16 European countries, representing thousands of national training and, in certain cases, national employment services. EVTA's members manage approximately 2000 regional and local training centres, employ 50,000 trainers, psychologists and advisors, train over 1,000,000 people per year and handle a multibillion Euro budget.

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Website: <http://www.evta.net/main/index.asp>

3/ International Association of Educating Cities (IAEC)

IAEC gathers 331 local governments in 34 countries with the common goal of working together on projects and activities for improving the quality of life of their inhabitants on the basis of their active involvement in the use and evolution of the city itself and according to the approved Educating Cities Charter. IAEC relies on the involvement of more and more associated cities which share the principles of the Educating Cities Charter and communicate and collaborate in order to help each other to implement them.

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Fax: + 34 93 342 77 29



Email: edcities@bcn.cat

Website: http://www.bcn.es/edcities/aice/estatiques/espanyol/sec_educating.html

4/ European Association for the Education of Adults (EAEA)

EAEA is a European NGO with 128 member organisations from 41 countries working in the fields of adult learning. Its role is to promote lifelong learning at European level, to develop good practices through projects, publications and training, to provide information and services to its members and to encourage international cooperation with other actors of the sector.

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Website: www.eaea.org

5/ European Council for Steiner Waldorf Education (ECSWE)

ECSWE welcomes more than 180,000 pupils worldwide in more than 900 schools and more than 1,600 kindergartens. The purpose of the ECSWE is to strengthen and develop Steiner education in the member countries of the network through the exchange of good practices, the promotion of the values of the network and the organisation of meetings.

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Email: ecswe@waldorf.net

Website: <http://www.ecswe.org/>

6/ European Forum for Freedom in Education (EFFE)

The European Forum for Freedom in Education is an NGO in the field of compulsory education. It works as a forum in which all current issues concerning education in Europe can be discussed. Nearly 600 people are individual members and more than 3 000 persons may be concerned by the activities of the EFFE.

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Fax: (+49) 234 610 4738

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Website: <http://www.effe-eu.org/>



7/ European Forum of Technical and Vocational Education and Training (EfVET)

Efvet is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions and practitioners. EfVET consists of 1500 member associations and institutions.

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 Website: <http://www.efvet.org/>

8/ European Universities Continuing Education Network (EUCEN)

EUCEN is the largest European multidisciplinary Association in University Lifelong Learning. It is an international non-governmental non-profit making organisation and has 212 members from 42 countries. Its objectives are to contribute to the economic and cultural life of Europe through the promotion and advancement of lifelong learning within higher education institutions in Europe and elsewhere and to foster universities' influence in the development of lifelong learning knowledge and policies throughout Europe.

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 Www: www.eucen.org

9/ European Federation of Workers' Education Associations (EURO-WEA)

The EURO-WEA is a federation gathering 46 European organisations. Its aim is to promote workers' education and to encourage free and voluntary training. This should be done according to principles of solidarity, cooperation, justice, equality, democracy and freedom. The EURO-WEA also stands for the setting up and development of education and training associations. It is the European branch of the IFWEA (International Federation of Workers' Education Associations).

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 Fax : (+33) 1 47 70 37 55



Email: cel.international@neuronnexion.fr
<http://www.ifwea.org/euro-wea/>

10/ European Federation for Education and Culture (FEEC)

The FEEC is a federation gathering non-religious educative associations from 8 European countries. The FEEC has a participating status in the Council of Europe. The FEEC is the European branch of the International Education and Popular Culture League.

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11/ SOLIDAR

Solidar is a European network of social and economic justice NGOs working in development and humanitarian aid, social policy, social service provision and lifelong learning. With 42 members in 19 countries in Europe and beyond, Solidar works both in Europe and internationally in alliance with trade unions, the labour movement and the civil society.

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 Fax: +32 2 500 10 30
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 Website: <http://www.solidar.org/default.asp>

12/ International Federation of Training Centers for the Promotion of New Education (FICEMEA)

The objective of the FICEMEA is to federate the action of its member organisations in order to promote active training methods as widely as possible and to contribute to the evolution of educative and social practices all over the world. Thus the federation relies on action principles. Several dozen of thousands of activists and employees mobilize on a daily basis in member associations of the FICEMEA based in many places of the world.

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 Fax : +33 1 53 26 24 19
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 Website: www.ficemea.org



13/ European Training and Development Federation (ETDF)

ETDF-FEFD is an umbrella organisation linking 12 national associations of training and human resource development in Europe which have 146,000 members.

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 Website: www.etdf-fefd.eu

14/ International Sport and Culture Association (ISCA)

ISCA is an umbrella organisation which members are youth, sports or culture organisations that work for the development of non formal and informal education systems. It encourages its members to develop international partnerships notably on the issues of integration and health, to develop common educative programmes and to exchange information.

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 Website: www.isca-web.org

15/ European Association of Institutions of Non-Formal Education for Children and Young People (EAICY)

EAICY is European association which unites organisations in Europe in the field of non-formal education. The latter work with children and young people in their leisure time. EAICY gathers 17 members from 21 countries. It organises conferences, training sessions, cooperation projects notably for educationalists and animators that work with young people.

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 Czech Republic
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 Fax: (+420) 222 316 210
 Email: bezdek@ddmp Praha.cz
 Website: www.eaicy.org

16/ European Parents' Association (EPA)

Created 25 years ago, EPA represents more than 150 000 million parents gathered in associations from 25 countries. Their main objective is to develop the participation of parents in the schools.

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 Website: www.epa-parents.eu

17/ European School Heads Association (ESHA)

ESHA 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 are represented within ESHA by one or more organisations.

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 Website: www.asha.org

18/ EUROCLIO

EUROCLIO is a network of history educators founded in 1993, represents more than 40 000 history educators through member associations. Its main goal is to work on history and citizenship education.

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 Website: www.euroclio.eu

19/ European Federation for Catholic Adult Education (FEECA)

Founded in 1963, the European Federation for Catholic Adult Education gathers members in 16 countries. The structures are very different in the Member States, as the relations with the public authorities and the Church varies a lot.

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