



**EUROPEAN COMMISSION**  
Directorate-General for Education and Culture

# PEER LEARNING SEMINAR: CRITICAL FACTORS FOR THE IMPLEMENTATION OF LIFELONG LEARNING STRATEGIES AND POLICIES

19-21 May 2010, Vienna, Austria

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# 1 INTRODUCTION

This peer-learning seminar on critical factors for implementation of lifelong learning (LLL) strategies and policies was organised by the European Commission, DG EAC, together with the Austrian Ministry for Education, Arts and Culture. It was attended by 44 participants from 18 countries gathering policy makers from ministries, regional and local authorities, social partners, European and national stakeholder organisations, non governmental organisations and researchers as well as representatives from the European Commission. The full list of participants is attached in Annex A.

The seminar had for objective to:

- Discuss, on the basis of examples of practice from different countries and systems, how certain factors can support or hinder implementation of LLL strategies/policies.
- Identify elements of successful approaches to foster lifelong learning, its quality, quantity and recognition, through national/regional/local and institutional policies.
- Support transnational policy learning between participants and give new insights and ideas for addressing critical factors to lifelong learning implementation.

The preparation of this seminar was supported by an analytical report which discussed six factors that are critical for successful implementation of lifelong learning strategies or policies. These six factors were identified based on literature review and discussed in two meetings of a group of lifelong learning experts set up by the European Commission. Prior to the seminar the Commission had circulated a questionnaire to participants asking them to reflect on the factors they would be most interested in discussing during the seminar. They were also asked to describe the specific LLL policy they are currently working on and to give a view on the strengths and weaknesses of this approach and/or the lifelong learning strategies/ policies in their country/region/organisation in general. Their reflections on strengths and weaknesses were used to feed into questions and topics for round tables.

The seminar was organised as a sequence of five thematic sessions related to the critical factors identified in the analytical report (see the agenda in Annex B). Each session combined concrete examples of practice with more theoretical considerations and important space for discussions in round tables where participants were given a set of questions to guide their exchange. During the last session the Commission collected feedback from the participants who were overall positive about the content and structure of the peer-learning seminar as well as the learning benefit for their organisation and personal work.

## 1.1 Purpose of this report

This report has been written to summarise the discussions and main conclusions from the peer-learning seminar in view of their further dissemination. Rather than presenting the proceedings from the event it highlights the main points discussed and concluded while underlining some elements of the concrete examples presented and giving, where possible, access to further information and documentation. It is structured according to the main themes of the event.

## 2 SESSION I: TACKLING THE INTERESTS OF RELEVANT STAKEHOLDERS

As highlighted in the expert intervention during this session, in the area of lifelong learning, partnership is needed because lifelong learning is a shared responsibility and no actor can achieve a coherent and comprehensive lifelong learning policy alone. Investment in the area of lifelong learning comes from a variety of sources and those who do not directly invest funds, invest other resources or their own time consequently making pure top-down decision making processes impossible. While the need for cooperation was the bottom line of the discussions during this day, the debate focused on mechanisms to stimulate cooperation and developing a shared vision. The key ideas from the two presentations made as inputs to the half-day session are summarised in Box 1 below.

### Box 1 – Key issues raised in the presentations

**Austria:** The Austrian example discussed national level efforts to design and implement a coordinated LLL approach (developed among 4 lead ministries, involving other ministries and national, regional and local authorities, social partners and stakeholder organisations) to sharing the responsibilities for lifelong learning policies as well as defining financial flows. The following key success factors were underlined:

- The need for new working and coordination methods within the public administrations in charge, in order to develop a shared vision and foster commitment. Such working methods are based on direct participation (talking to the stakeholders directly) and broad consensus building (reiterative process of discussions, investment of time);
- The necessity of agreeing very concrete objectives ("action lines"), target groups and measures in developing a common vision and sharing responsibilities.

**The Netherlands:** The Dutch example "Leren en werken"<sup>1</sup> was more specifically focused on coordinating the education and training and guidance provision in the area of adult learning with the labour market needs. The main principle behind the national funding programme presented was that the government decided to subsidise not specific programmes organised by the involved stakeholders (these are funded through other sources) but the *contact and coordination* among them. By setting up regional networks, the stakeholders can mutualise their activities and reach common objectives more effectively. These success factors were highlighted:

- The management of the programme through a joint directorate set up by the two involved ministries (ministry of education and ministry for social affairs and employment) helps to overcome sectoral thinking and strengthens commitment.
- The importance of leaving autonomy to the actors on the ground to define their own objectives and actions: the networks funded need to have clear objectives but network partners have to agree on these objectives themselves;

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<sup>1</sup> For an overview of the project "leren en werken" see

<http://project.lerenenwerken.nl/images/plw/documenten/carryingonwithlearningandworking-poa2008-2011.pdf>

- The new role of the government which acts not only as a subsidiser and controller but also as a “sparring partner” and a provider of a service (the civil servants in charge of the programme go directly to the regions, on frequent basis, and “recruit” partners for these networks and advise them on their actions);
- The need to stimulate commitment through co-funding: The networks have to provide 25% of the funding – this can be in the form of human resources rather than budget.

## 2.1 Key points raised in the discussion

### ***How to identify the key stakeholders and who speaks on their behalf?***

Consultation in creating policies in this area is a rather well established method however it often comes with a number of limitations:

- It empowers certain stakeholders and excludes others (possibly those whose interests are in general under-represented) and it is difficult for new actors to become accepted partners in this dialogue;
- It is difficult to collect directly views of those working on the ground (e.g. social workers) as they tend to have less frequently “office” jobs compared to representatives of the main stakeholder organisations. Similarly, it is difficult but crucial that those who are outside education and training are encouraged to provide feedback on why they dropped out or do not wish to participate (see example in chapter 6, Box 5).
- New approaches to consultation need to be developed in addition to the use of more “traditional” channels (e.g. based on social-partners dialogue) which have their strengths but also limits as the field of LLL is usually characterised by complex and highly decentralised implementation structures involving a broad array of stakeholders.

### ***What space for action is given to stakeholders?***

Consultations and fora give people space to express their opinions but do not necessarily create commitment. Commitment is more than agreeing to objectives, it is about investing efforts in contributing. Other actions, such as pilot projects, can be much more effective in testing to what extent stakeholders are willing to contribute.

Furthermore, commitment and ownership are also dependent on the extent to which the stakeholders are empowered and enabled to develop specific actions as compared to simply implementing decisions made elsewhere. The challenge is to find the right balance between specificity and coherence and how to ensure that while autonomy is provided to design actions and set specific objectives overall coherence remains.

### ***The need for concrete agreements***

The presentations as well as the discussions during the seminar highlighted that agreements on concrete objectives and measures as well as a clear division of roles and competences are needed for partnerships to be effective. Agreement on objectives also enables to clearly identify complementarities among stakeholders representing

different interests to reduce duplication and fragmentation and to see how each actor has to contribute to the overall goals.

### 3 SESSION II: ATTRACTING (DISADVANTAGED) LEARNERS TOWARDS LEARNING ACTIVITIES

The discussions on this theme all underlined the crucial role of informal and non-formal learning contexts in motivating and retaining disadvantaged learners. They also highlighted the importance of designing learning as a socialisation process with important emphasis on the role of families, communities or groups of peers. The perceptions people have of formal learning as well as of their own profile (e.g. being ashamed of their gaps or thinking they are too old to learn) are important obstacles for convincing them to participate in activities that are designated as “learning”. Box 2 below presents some key issues from the two presentations made on this topic.

#### **Box 2 – Key issues from presentations**

**Slovenia:** The Slovenian presentation discussed in more details two actions developed as part of the country’s lifelong learning strategy: the lifelong learning centres and the family literacy programme.

The lifelong learning centres build a network of 14 centres which provide learning activities, counselling and promotion of learning for adults across the country. These centres can create also smaller “lifelong learning points” that are close to the learners (in publicly accessible places, providing ICT equipped learning stations and support from qualified learning mentors).<sup>2</sup> The main elements of this concept: accessibility of learning, responsibility for the own learning process, and creation of partnerships between learning providers by using ICT.

In the family literacy programme parents enhance their literacy skills while helping their children to learn). With regard to actions to attract disadvantaged learners the presentation highlighted:

- The role of the broader social environment in shaping attitudes people develop towards learning. For example in the family literacy programme, the fact that parents learn together with their young children is crucial. They feel empowered because they can help their children (this becomes more difficult when the children are older) and children are encouraged by the interest of their parents. The evaluation also highlighted the benefits this learning has not only on literacy skills but also on the interaction between parental and children’s learning as well as the motivation of both.
- The emphasis on cooperation with a variety of local institutions (including libraries, social and health centres) in order to orientate disadvantaged people towards learning possibilities.

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<sup>2</sup> For more information on adult learning in SI see:  
[http://www.mss.gov.si/en/areas\\_of\\_work/adult\\_education\\_in\\_slovenia/](http://www.mss.gov.si/en/areas_of_work/adult_education_in_slovenia/)

- The use of project oriented learning methods where learning (literacy, numeracy, ICT etc.) is based on a concrete problem that target groups know from every-day life.

**Ireland (Pobal)**<sup>3</sup>: This presentation discussed how in Ireland disadvantaged communities are supported and resourced through national policy to develop local actions and strategies aimed at breaking the vicious circle in which disadvantaged people are. While these groups tend to accumulate disadvantage traditional education and training systems often lack effective measures to tackle this problem. For example the fact that many young children from disadvantaged families attend early childhood education to a much lesser extent can result in a lack of school readiness at the age of entrance into primary education. The presentation underlined:

- Community based initiatives work from a basis of 'equality outcomes' for learners from disadvantaged communities
- Community based strategic and integrated approaches utilise "complex" and holistic interventions in working with disadvantaged groups in their social context. For example training courses for parents' in "life-skills" such as stress-control, are beneficial for children's well-being and consequent success in learning.
- The barriers related to how these groups perceive formal learning (e.g. the fact that people with from socio-economic backgrounds often perceive certain types of education and training institutions as "middle-class" and not for them) need to be overcome by empowering and engaging learners and communities in non-traditional processes, methods and progression routes
- The important role that support to local and community-based initiatives can play to give disadvantaged groups a voice with regard to their specific (educational) needs and in enabling learners and communities to engage with educational provision and providers
- The added value of a community based approach to mainstream provision can be seen on a number of levels e.g. innovation, cultural understanding, structural change, collaboration etc.

### 3.1 Key points raised in the discussion

#### ***Move from a "deficit oriented model" to a model where diversity is valued***

Our education and training systems and institutional structures tend to focus on identifying and addressing "deficits". However, what is considered as a deficit is not neutral – such judgement is made against an existing standard – which is typically the standard of the "mainstream" learner. This approach is neither motivating nor encouraging for people who may already consider formal learning as something not appropriate for them. In order to develop more inclusive approaches it is necessary that diversity is valued and recognised.

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<sup>3</sup> <https://www.pobal.ie/Funding%20Programmes/Learning/Pages/Background.aspx>

### ***Inclusion is not conflicting with specific treatment***

One of the difficulties in designing inclusive lifelong learning approaches is the need to find the right balance between specificity (people do have different needs) and inclusion (to avoid segregation). However dealing with mixed groups and delivering individualised learning is something that most teachers/trainers are not yet used to do and teacher training programmes need to be adapted to tackle these challenges.

### ***The need for involvement of grassroots organisations***

Disadvantaged groups/people tend to lack confidence in the formal education and training systems/ schools. Consequently they are less likely to seek for learning opportunities on their own initiatives. Organisations, institutions and people with whom they are already in trustful contact are crucial in guiding them towards learning (health care, NGOs, employers – many people with very low qualifications are employed – they work in low quality jobs and sometimes cumulate several jobs).

### ***Importance of smart communication***

It is important to develop smart and clear communication strategies for the “learning products/activities” being offered. Obviously the quality of the product/service is core to its final success, and the word of mouth is an important communication channel. However it is important to design communication approaches that reach people where they are: in front of their TV set or radio, in their children’s school, in leisure activities etc. In addition, efficient guidance and counselling infrastructure is essential.

## **4 SESSION III: DEVELOPING INFRASTRUCTURE AND INSTITUTIONAL CAPACITY FOR LIFELONG LEARNING PROVISION**

The two presentations in this session underlined the role of institutional networks and partnerships in supporting lifelong learning. It was noted that lifelong learning cannot be the task of the individual alone but a supportive environment is needed for this. The management of networks and the role of their managers in acting as “change agents” as well as mediators were also seen as highly important. Networks can be more or less strong and formal and can range from contractual arrangements to space for exchange – according to the expected objectives. However, working in networks comes with additional costs/resources and incentives need to be in place for institutions and staff to be willing to bear these costs. Box 3 below summarises some key points from the presentations made.

### **Box 3 – Key issues from presentations**

<p><b>Czech Republic:</b> The Czech presentation ("UNIV projects") showed a national initiative to transform vocational schools into centres of lifelong learning. The main rationale is that VET schools see a decline in traditional learners due to demographic change while there is important space for expansion in the area of adult learning as the current participation rates are low and schools have resources such as expertise, local</p>
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presence and equipment. The UNIV initiative promotes networking between schools – in order to achieve synergies in administration and resources, but also to facilitate negotiations with authorities (e.g. for funding) – as well as their partnerships with local employers and job centres. In order for schools to “convert” into centres of lifelong learning supporting activities are developed to, for example, establish new training programmes, train teachers to work with adults or set up coordinators for LLL activities within schools (development of LLL supply is their task). The presentation raised a number of interesting issues:

- The fact that traditional schools do not know how to attract adults – how to “sell their products” to this group or to employers;
- The incoherence with some system rules such as the obligation for public employment services to commission training through public procurement to which the schools are not prepared to respond;
- The possibility to include schools’ activities in the area of LLL among the indicators according to which schools are evaluated. The hope is that these activities will also have positive impact on schools “mainstream” activities (i.e. work with young students).

**Austria (University of Graz<sup>4</sup>):** The University of Graz example visualised how a higher education institution can embrace the LLL vision and how an organisational development process can be designed to involve as many staff members as possible to develop ownership and commitment. First of all it is important to note that the legal framework in Austria requires higher education institutions to provide continuing education and enables them to cooperate with other legal entities in view of financial and organisational support. The university has developed an explicit institutional lifelong learning strategy that covers all ages of learning (from “children university” to adult learning) and comprises a development plan to become a “Partner for Lifelong learning” for the whole region. The following crucial elements in the implementation process were noted:

- The strategy was developed within the institution, through consultation, and it took resources (staff) and time (two years) – this time was needed for the vision to mature and for people to develop ownership.
- The commitment of high level staff to the development of a lifelong learning vision helped in maintaining focus and motivation of staff. The design and implementation of the development and management process needed to meet the quality criteria of academic staff.
- The integration of lifelong learning as an objective into the institution's mainstream activities which are evaluated through the management by review process.
- The visibility of lifelong learning activities for the university staff – they participate in design of content but they are also learners themselves.

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<sup>4</sup> For the Center for Continuing Education and its role in the “Partner in lifelong learning” project see <http://www.uni-graz.at/en/weiwww.htm>

#### 4.1 Key points raised in the discussion

##### ***Geographical disparities and physical access to learning infrastructure***

Providing learning in rural/remote areas is a challenge for lifelong learning, especially given that these areas also tend to be the poorer ones with more deprived population living there.

While e-learning alone does not necessarily lead to desired results (many people drop out) blended learning that combines face-to-face interaction with technology-based learning is promising in particular in reaching out to distant audience. The possibility to share facilities is an important cost cutting element here.

##### ***The important role of networks***

While education and training institutions can form networks to develop complementary supply (rather than compete), funding institutions can network to mutualise resources and finance provision where having separate institutions is not cost effective. For example local authorities in rural areas can network to fund one childcare centre with bigger capacity and good transport rather than several very small ones. The example of enterprises networking to fund company childcare centres was also noted.

##### ***The preparation of staff, leadership and commitment***

In order to trigger change and develop traditional learning institutions into centres of lifelong learning professional change-management is required as well as leadership. A clear lifelong learning vision needs to be supported and owned by the leading management and the staff.

Furthermore staff (teachers and trainers) needs to have the skills and competences to deal with specific target groups. Several interventions highlighted that ideally teachers should have the skills and experience of working with both adults and pupils as this would widen their understanding of learning processes in general and be beneficial to both target groups.

## 5 SESSION IV: IMPLEMENTING ADEQUATE FINANCING MECHANISMS

The debate in this session, inspired by a presentation on the Finnish approach to financing lifelong learning (see Box 4), was taking stock of critical issues common to many countries rather than finding solutions.

### **Box 4 – Key ideas from the presentation**

**Finland:** The Finish presentation discussed the way lifelong learning is co-financed from different sources highlighting the following arrangements and issues:

- There is a clear understanding and agreement on “who should pay for what type of result”. Formal education and training that leads to recognised qualifications is publicly funded (fully or partly – e.g. students

in initial VET have to contribute 30% which increases their commitment).

- Learning aimed at soft-skills, leisure activities or interest learning activities is partly publicly funded and partly paid for through individual contributions.
- Non-formal learning within companies, leading to company specific skills, is mainly paid for by the employers.
- However there is a tendency towards more workplace-based learning – even for other forms than company specific skills. This raises questions of who should fund it and how.
- The "study notes" system has been introduced recently to support basic skills provision by disadvantaged groups whereby funding goes directly to institutions and target groups have to apply there for contributions.

**Several cross cutting, sometimes contradictory, issues were discussed:**

- Efficient use of existing funding sources, rather than the actual size of allocated budgets, was recognised as the key issue. The lack of data in general, except for the initial formal education and training system, was reported by most participants as a key obstacle towards better use of existing budgets and appropriate setting of priorities;
- The extent to which lifelong learning should be financed by the state in relation to private (firms) and individual contributions is a critical issue. While governments have a strong interest in shaping the lifelong learning landscape they rely at the same time on additional private and individual financing. The extent to which the state can regulate the provision of lifelong learning in areas that are privately funded/co-funded is a sensitive issue.
- The existence of different sponsors for the same programme is sometimes found inefficient and counterproductive. On the other hand shared spending responsibilities can be a good catalyst for partnerships and a guarantee of quality since several bodies assessed a project in the first place.
- Finally, it was acknowledged on several occasions that the crisis Europe is going through will most likely increase difficulties of financing lifelong learning systems and related instruments, such as data collection and monitoring. However, such a crisis can also underpin the urgency of change and help to increase stakeholders' commitment to support far reaching lifelong learning reforms.

## 6 SESSION V: PROMOTING ADAPTED DESIGN OF LEARNING ACTIVITIES

The discussion in this session concentrated mainly on one example that is presented below in Box 5.

### Box 5 – Main points from the presentation

**Austria (Learn Forever Network)<sup>5</sup>:** This example discussed a project aimed at educationally disadvantaged women with low qualifications which has for objective to enhance their motivation to learn, equip them with the capacity to manage their learning process as well as key competences in areas such as ICT. The project addresses a very diverse group of women some of which are young (early school leavers), others are older and have been inactive, unemployed or work in low qualified jobs. A number of core aspects of this highly successful approach (there are no drop-outs) were emphasised:

- The learning process is self-directed and the participants have a strong role in co-defining the learning process – they decide on the times when they want to learn (this can be flexible – sometimes in the morning, sometimes in the evening).
- The understanding of the motivations of the target group is crucial for the way the process is designed. The project managers ask former non-learners about their learning needs – they work with experts as well as the individuals in order to design the personal learning agreement. They also get the views of participants on how the process and the attractiveness can be improved.
- Promotion through media these women read/use (e.g. local radio) and in places they attend (e.g. supermarket).
- The programme is low threshold and people do not feel it is binding. When they come their first attitude is often sceptical but the flexibility offered is convincing.
- The empowerment of the learner – most of these women think they have hardly any competences and skills. It is crucial to show them they already have some skills that they can build on.
- The difference among age groups with regard to the role played by the peers: for young women they often need to break their social links in order to change their live-styles; for women older than 25 it is on the contrary often very important to link their social networks to the learning process.

**In addition to the specific characteristics of this approach shown above the following more general observations were made by the participants:**

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<sup>5</sup> Learn forever is a network of 19 educational and non-profit organisations active across a number of regions in Austria <http://www.learnforever.at>

- The trust between the learners and the trainers (and the training institution) is crucial in retaining and motivating people. For example in the above described approach, learners who need to learn from home receive (borrow) laptops from the provider and there are no thefts or damage.
- The role of the learning environment: As it is impossible to bring these target groups back to school facilities, it is necessary to use other premises where learning can take place (these can even be bars).
- The approach used in this case for learning-to-learn competence and ICT skills (learner centred, close to every-day life, self-reflected) can be applied -and is already being applied- to the provision of other basic skills.
- The role of learning processes in “changing people’s quality of life” – while the labour market vision is one option to change people’s life’s through learning less utilitarian goals also need to be supported.

In addition to the above it was also noted that links to further education and training measures (e.g. programmes leading to a qualification) could be strengthened.

## 7 SOME REFLECTIONS ON LIFELONG LEARNING UNTIL 2020

The last session of the seminar gave room for considerations on what the crucial topics on the lifelong learning agenda could be in 2020 and what policy makers might need to consider when facing these challenges. Among others, the following trends were emphasised by the three academic experts who were invited to comment<sup>6</sup>:

- The increasing need for multicultural learning in societies with highly mixed populations due to growing migration;
- The need to strengthen certain areas of learning – namely health and well-being related education – in societies that are ageing but where ageing combined with unhealthy life styles puts a lot of pressure on systems of social security and health care;
- The need for competitiveness of European lifelong learning systems in a global perspective where competing economies (China, India, Korea) invest heavily in up-skilling their new generations who largely outnumber EU populations of highly qualified;
- The likely financial constraints education and training systems are going through within the upcoming years and the possible negative impact on solidarity and efforts in view of social inclusion;
- The necessity to make choices not only about promoting certain learning processes (as it is currently the case in European policies) but also to promote certain learning content which reflects the European values.

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<sup>6</sup> Rudolf Tippelt, University of Munich, Paolo Federighi, University of Florence, John Holford, University of Nottingham

The following **priorities for future European cooperation on the implementation of lifelong learning policies** were identified by the participants (summary of answers to questionnaire disseminated at the end of the seminar):

- The identification and dissemination of high standard examples of good practice with regard to really comprehensive lifelong learning approaches should be continued; new forms of trans-national cooperation between countries or regions with similar systems and challenges should be developed
- Sectors of education and training where a number of participants identify demand for more EU action are: Early childhood education, adult education (also beyond working age), attracting of disadvantaged (adult) learners, valuing of non-formal and informal learning
- Elaboration of guidelines based on best practice that support design and implementation of key lifelong learning aspects (such as approaches to improve stakeholder collaboration and partnerships); cooperation on how to mainstream successful pilots and projects that are existing in all countries to at least regional level or similar training providers
- To improve the evidence base more European research and collection of data on future priorities and challenges for lifelong learning is needed (including new approaches to more effective learning and teaching, identification of future skills and qualifications needs, common terminologies for lifelong learning etc.)
- More EU-funding for lifelong learning and less bureaucratic access to funds are needed, and better synchronisation between the European policy cooperation and funding programmes for lifelong learning (European Social Fund and Lifelong Learning Programme) has to be achieved to support implementation of lifelong learning policies
- The lifelong learning debate needs to focus not only on employability, which is perceived as the predominant dimension today, but increasingly on its potential to increase social cohesion as this is a growing challenge in most countries
- A number of participants felt that there is still a lack of common understanding about the concept and vision of lifelong learning as such and efforts need to be stepped up to raise awareness and communicate on lifelong learning with stakeholders and the civil society at EU and national level.

## 8 NEXT STEPS

The Commission outlined the next steps following the peer learning seminar:

- Lessons learned from the seminar will be fed into the draft report on critical factors for lifelong learning
- The draft analytical report will be presented and discussed at the meeting of the High Level Group on Education, 25 June, Brussels

- The report on critical factors for lifelong learning will be published in September 2010
- Lessons from the seminar and the analytical report will feed into a Belgian presidency conference on education and social inclusion on 28/29 September 2010 in Ghent.
- A limited number of peer learning seminars focussing on specific critical factors are planned to be organised in 2011

## ANNEX A – LIST OF PARTICIPANTS

<b>Name</b>	<b>Organisation</b>	<b>Country</b>
<b>Azzopardi Mario</b>	Ministry of Education, Employment and the Family	MT
<b>Beneke Elke</b>	eb projektmanagement gmbh, Austria	AT
<b>Bruha Jan</b>	Ministry of Education, Youth and Sports	CZ
<b>Bukh Susanne</b>	ETUCE	
<b>Burbulyte Indre</b>	Ministry of Education and Science	LT
<b>Černoša Slavica</b>	Ministry of Education and Sport	SI
<b>Chabera Bernhard</b>	European Commission	COM
<b>Čiháková Hana</b>	NUOV Prag, Czech Republic	CZ
<b>Dobart Annton</b>	Federal Ministry for Education, Arts and Culture	AT
<b>Drzażdżewski Stanislaw</b>	Ministry of National Education	PL
<b>Dubravac Šigur Mihaela</b>	Ministry of Science, Education and Sports	HR
<b>Federighi Paolo</b>	EARLALL and University of Florence	IT
<b>Hamilton Mary</b>	Limerick City Adult Education Service	IE
<b>Hempenstall Seamus</b>	Dep. Of Education and Science, further education section	IE
<b>Holford John</b>	University of Nottingham	UK
<b>Huhtala Anne</b>	The Finnish National Board of Education	FI
<b>Imhof Peter</b>	Ministry of Education, Youth and Sports Baden-Württemberg	DE
<b>Jankovic Patrizia</b>	Federal Ministry for Education, Arts and Culture	AT
<b>Koops Maike</b>	European Commission	COM
<b>Kovacs Istvan</b>	Skillnet Kft	HU
<b>Lassnigg Lorenz</b>	Institute of Advance Studies	AT

<b>Liive Lelo</b>	Estonian Cooperation Assembly	EE
<b>Markowitsch Jörg</b>	Donau-Universität Krems	AT
<b>Marterer Michaela</b>	Steirische Volkswirtschaftliche Gesellschaft	AT
<b>Mayr Thomas</b>	Federal Chamber of Commerce	AT
<b>Netzer Martin</b>	Federal Ministry for Education, Arts and Culture	AT
<b>Nikolaou Nikos</b>	SEK Trade Union School	CY
<b>O'Dowd Siobhán</b>	Pobal, Ireland	IE
<b>Ovčarić Petra</b>	Croatia Employers' association	HR
<b>Owed Amnon</b>	Ministry of Social Affairs and Employment	NL
<b>Prawelska-Skrzypek Grażyna</b>	Ministry of Science and Higher Education	PL
<b>Rose Madeleine</b>	UK National Agency	UK
<b>Szomor Éva</b>	Academy of Sciences, Centre for Social Research	HU
<b>Tatarková Jana</b>	Ministry of Education	SK
<b>Terzioglu Emel</b>	Ministry of Education	TR
<b>Teutsch Michael</b>	European Commission	COM
<b>Tippelt Rudolf</b>	University of Munich	DE
<b>Tölle Michael</b>	Chamber of Labour Austria	AT
<b>Toumazou Myranda</b>	Planning Bureau	CY
<b>Ulicna Daniela</b>	GHK Consulting	GHK
<b>Ure Odd Bjorn</b>	FAFO Institute Norway, GHK Consortium	GHK
<b>Waxenegger Andrea</b>	Center for Continuing Education, University of Graz, Austria	AT
<b>Werquin Patrick</b>	GHK Consortium	GHK
<b>Winkler Edith</b>	Federal Ministry of Science and Research	AT

## ANNEX B – AGENDA

### Peer learning seminar: “Critical factors for the implementation of lifelong learning”

19 -21 May 2010, ARCOTEL Wimberger, Neubaugürtel 34-36, 1070 Wien

#### Session 1, 19 May

- 12.00–13.00    *Registration + lunch*
- 13.00–13.10    Welcome address (Martin Netzer, Austrian Ministry for Education, Arts and Culture)
- 13.10–13.30    Opening of the meeting, purpose and objectives of the seminar  
(Michael Teutsch and Bernhard Chabera, European Commission, DG EAC)
- 13.30-14.00    Short presentation of draft analytical report on critical factors for LLL (*GHK Consulting*)  
Introduction to 1<sup>st</sup> session: "***Tackling the interests of relevant stakeholders***"  
(GHK Consulting)
- 14.00-15.15    Presentation of examples of practice  
*"Achieving multi-level stakeholder cooperation for the implementation of LLL in Austria"* (Patrizia Jankovic, Ministry for Education, Arts and Culture)  
*"Regional partnerships to create a sustainable adult learning infrastructure in the Netherlands"* (Amnon Oved, Ministry of Social Affairs and Employment)  
Q&A
- 15.15–15.45    Coffee break
- 15.45-16.00    An expert's view: *Effective national and regional LLL partnerships*  
(Paolo Federighi, University of Florence)
- 16.00-17.45    Discussion (round tables)
- 17.45-18.00    Reports from round tables and conclusions

Session 2, 20 May -morning

- 09.00–09.30 Introduction to session 2 - ***Attracting (disadvantaged) people towards learning activities*** (GHK Consulting)
- 09:30-10.45 Presentation of examples of practice  
*Slovenia's national LLL strategy - measures to promote participation of (disadvantaged) learners* (Slavica Černoša, Ministry for Education and Sport)  
*"Reaching and supporting disadvantaged learners in Ireland: a community-based context"* (Siobhán O'Dowd, POBAL)  
Q&A
- 10.45–11.00 Coffee break
- 11.00-11:15 An expert's view: *LLL, citizenship and social inclusion* (John Holford, University of Nottingham)
- 11.15-12.45 Discussion (round tables)
- 12.45-13.00 Reports from round tables and conclusions
- 13.00-14.00 *Lunch break*

Session 3, 20 May - afternoon

- 14.00-14.30 Introduction to session 3 – ***Developing infrastructure and institutional capacity for LLL provision*** (GHK Consulting)
- 14.30-15.45 Presentation of examples of practice  
*Encouraging upper-secondary schools to become centres for lifelong learning* (Hana Čiháková, NÚOV Prague)  
*Developing the University of Graz to a centre for LLL - a strategic approach to strengthen regional lifelong learning capacities"* (Andrea Waxenegger, University of Graz)  
Q&A
- 15.45-16.00 Coffee break
- 16.00-16.15 An expert's view: *Overcoming institutional barriers to foster LLL capacities* (Rudolf Tippelt, University of Munich)
- 16.15-17.45 Discussion (round tables)
- 17.45-18.00 Reports from round tables and conclusions

Session 4, 21 May

- 09.00-09.15 Introduction to session 4
- 09.15-10.45 Workshops (parallel sessions)
- Implementing adequate financing mechanisms (WS 1)  
*Introduction: Key issues identified by the analytical report*  
*Input by Anne Huhtala (Experiences from Finland)*
  
  - Promoting adapted design of learning activities (WS 2)  
*Introduction: Key issues identified by the analytical report*  
*Input by Elke Beneke ("Learn forever" – Project)*
- 10.45-11.00 Coffee break
- 11.00-11.15 Experts views: *The future of lifelong learning*
- 11.15-12.30 Lessons learnt and ideas for taking the LLL agenda further at EU level (round tables)
- 12.30–13.00 Reports from round tables and final conclusions
- 13.00 *lunch and end of the seminar*