



LLL-LAB Research Methodology

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What we will investigate

Four main areas (made explicit in our EU Handbook and Glossary) have been defined as worth investigating in our LLL Labs (research phase) and discussing in our LLL Forums (dialogue phase). Those themes are all related to lifelong learning and inspired by the [ET2020 Strategic Framework](#) and the 2012 Commission's Communication on "[Rethinking Education](#)" with a transectorial and transversal approach. They are all highly ranked today on the EU political agenda:

1/ National Frameworks for lifelong learning: towards flexible pathways and comprehensive education and training systems

Desk research about the local (National/Regional) current strategies and culture of LLL.

2/ Lifelong learning actors: taking the jump towards learner-centred systems

Field Research presenting practices, stories, etc. for the different categories of actors involved.

3/ Lifelong learning communities: partnerships and shared responsibility

Field Research presenting practices, stories, etc. on how to build partnership, raise awareness and develop funding schemes.

4/ Policy recommendations to improve the implementation of lifelong learning

This last part is not a desk or field research of existing situations, but the result of a reflexion.

It is important for each partner to respect this structure and complete all parts during the implementation of its LLL-Lab and LLL-Forum in order to enable comparability of the National/Regional States of Play (final report should be 30 to 50 pages). This report is structured according to the general structure given in Appendix 1.

The data collected are used as a basis for qualitative and quantitative analysis in the National/Regional State of Play and as illustrations (abstracts, statistics...).

The common research tools (desk research guidelines, templates for survey, interviews, case studies...) are used for all the themes, but may be used differently depending on the concrete situation and the availability of data in the different areas. The analysis made based on the templates might thus be different for each chapter.

It is important to investigate interesting practices that will be:

- relevant with your country's situation, your organisation's interests and fields of expertise;
- presented as to be easily analysed regarding the following grid of themes.

This grids used to categorise the data collected enables to produce some elements of comparison, common issues and specificities, which will enlighten the LLL-Hub views of:

- the current situation in the different countries,
- and how to orientate the reflexion in order to start moving towards more comprehensive and coherent lifelong learning strategies.

LLL-Labs Functions and Missions

Based on the project objectives, the project identified **3 functions** for the LLL-HUB and the LLL-Labs in particular:

- LLL-Labs may act as Relays of the European policies, initiatives, recommendations;
- LLL-Labs may be used as privileged Observatories of how LLL is "happening" on the field, in the different countries and Regions, how to observe interesting innovative practices and collect Learners "learning stories" that will enlighten and sustain the reflexion;
- LLL-Lab act then as Think Tanks, i.e. the framework within which the reflexion takes places, and nurtures the process leading to new recommendations in order to make the common European policies evolve.

Furthermore, the upper levels of the LLL-Hub architecture (LLL-Forums and LLL-Agora) ensure a smooth cooperation and collaboration in the reflexion which should lead to a better common understanding of the local situations, and how to have them slowly but firmly entering a convergence process at European level.

LLL-Labs as Relays

Concept

The LLL-Labs are an ideal standpoint to observe, accompany and evaluate how the European initiatives and recommendations about lifelong learning are understood, implemented and evaluated at local, regional and national levels.

During the project research phase

During the project research phase LLL-Labs are intended to provide a set of practical elements to produce a state-of-play of the lifelong learning policies implementation and evolutions in each Country/Region represented in the project.

From stakeholders implementing those policies:

- acknowledge successful implementation or remaining obstacles for such a success;
- see the big picture for a successful implementation encompassing various sectors and actors;
- make a state of art of existing evaluation schemes, processes, instruments, etc. to measure the impact of the actions undertaken;
- reflect on the lifelong learning approach behind this policy (if any);
- understand where the political impulse comes from, what is the European political context;
- be aware of the situation in other EU countries.

From end-users of those policies:

- listen to what learners and practitioners (field actions) have to say on these policies: what level of satisfaction? What ways for improvement? What genuine impact on real life situations?

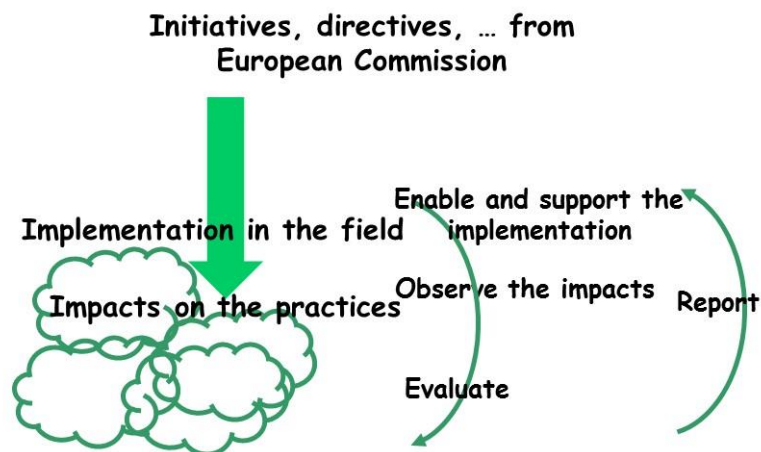


Fig 1. Activities and production of the Labs as Relays of the European initiatives in LLL

Research methodology

Desk research:

Please list the key legal documents and references for each of the four themes. The process of information collection is a Desk research process. The LLL-Lab collects mostly already existing information: in effect, the numerous websites of existing bodies (European Commission, countries governments, public entities, (international) surveys, European network publications, national reviews, etc.) provide on a recurrent basis with -more or less- updated information. There is no need to spend time in doing another one. It is more important to gather the relevant links to these data, and to organise them in a meaningful "links-base", or, better, link-cartography. The idea here is not to redo already existing surveys, but rather to collect all existing documents and more interestingly, to collect websites and other electronic sources issuing those documents, and store them on a space through automated tools (like RSS flows or others). This way, the information will be collected regularly and kept up to date along time. There are several applications enabling to draw network cartographies (e.g. Pearltrees, SmartDraw, etc.). The following questions should be inquired:

State of implementation of national legislation

- What has been implemented/reformed by public authorities in this field? What is foreseen in the future?
- Is it part of a global lifelong learning strategy / Has it been tackled in a lifelong learning perspective encompassing different sectors and actors?

Influence of the EU

- What are the related EU policies? How have they influenced national legislation? (European Semester's Country-specific recommendations? Implementation reports? Participation in EU expert groups?)

Refer to the EU Handbook and Glossary and ask EUCIS-LLL for guidance to see main policy developments on this section.

Research outcomes

- Analysis of national lifelong learning strategies and influence of the EU (at least 2 pages for each Theme)

Fig 3. Methodology of acquisition, treatment of data and production of outcomes in the Labs: a global framework

The methodology for practice collection is based on grounded theory (see bibliography: Glaser and al.) and the building of monographs. Once several practices have been collected, it is interesting to find out some "common points" between them. It means thus that the categorization is not made following previously defined categories, but that the categories emerge from the data collected. This work of finding common elements is a collaborative one within the LLL-Lab (field actors, LLL-Learners, professionals, experts, etc.).

Research methodology

Information Collection

At this stage, the collection is taking place through two main sources:

- Lifelong learner stories to analyse in what way their learning pathways are diverse and flexible and encompass different sectors and related policies; an "interesting" pathway or trajectory is the way someone is fulfilling her lifelong learners' goals. We are interested in qualitative data, concrete descriptive elements, interviews, storytelling, etc.; but we are also interested in "second hand" information as far as they are interesting and cannot be got at in another way (websites, articles, videos, etc.), especially for quantitative data. What is interesting is the way people navigate through their lifelong learning processes, associating formal training, reflection on informal and non-formal learning, individual and collective activities, evaluation and impact on their professional pathway. The contexts, actors, methods, tools, etc. are key elements of the interesting practice to collect as well.
- Successful innovative practices, meaning those who are already engaging various actors in a dynamics of change in order to better cope with challenges together with the local constraints and opportunities. Following an "Appreciative Inquiry" model (see bibliography: Cooperrider and al.), we are more interested on what is successful in such a practice, and how to build on success to sustain motivation and help improving what is less successful. A template of description of the practices is included in the Appendices part of this document.

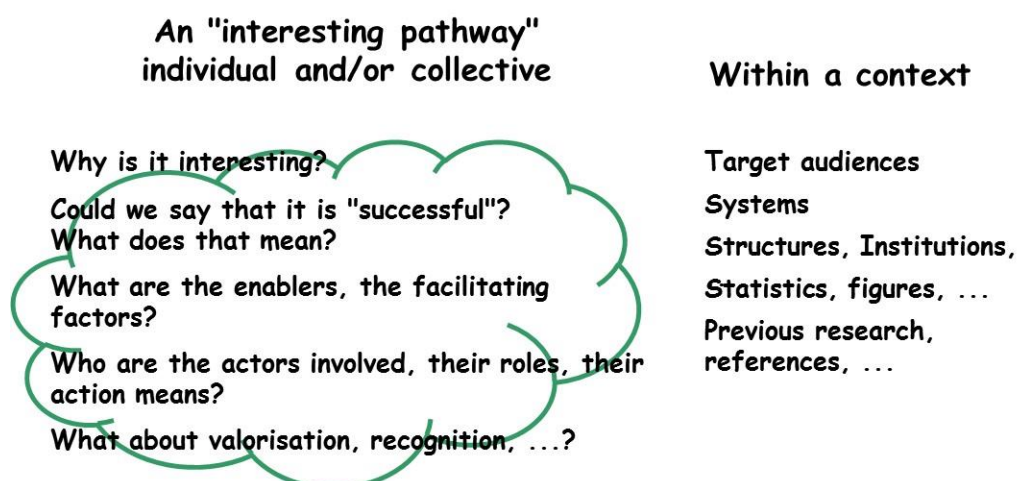


Fig 4. Description of an "interesting practice" to be observed by the Labs

The collection of interesting innovative practices in LLL throughout Europe is the main job of the LLL-Labs as Observatories, as well as the basis for reflection in LLL-Labs as Think tanks (see next section)

and the practical evidences of policies implementations in LLL-Labs as Relays (see last section). Such practices may include various aspects of lifelong learning, such as learning outcome approaches, citizens' skills for personal development, inclusion, participation and employability, attractive lifelong learning opportunities at all ages and for all for equal access, Pooling expertise and resources for coherent and comprehensive LLL strategies, and many others. The tools and processes for data collection are described respectively in the description of the LLL-Labs Missions at the beginning of the document (see also the different appendices).

Strategy for Information collection:

The data collection process here is a Field Research process: storytelling and practice collection (see appendix. The following questions should be inquired:

- What are the learners' stories? In what way their learning pathway is flexible?
*Based on learners' responses please provide an analysis and state the trends that came out. Please use the **Guidelines for Storytelling collection** (appendix 2). The template for collecting practice could also be used to edit the story telling pieces in a way easy to fit into the database and the retrieving tools.*
- How are the different actors and sectors working together on this topic?
*Based on the analysis you made please provide good practices/case studies based on the **Template for Practices collection** (Appendix 3). We are specifically interested in successful practices, and possibly innovative ones.*
- What could be done to improve transversal cooperation and dialogue? To break down barriers between sectors? What mechanisms to foster communities of values and practices?

*Please make some policy recommendations and identify ways forward. Use answers of the **Template for Interview/Survey** (Appendix 4)..*

Data Analysis and Capitalisation

The work is organised following the principles and processes of Action-Research and Grounded Theory (see bibliography: Glaser), meaning that our findings are experience-based and will emerge from the data collections. Our four Themes will be used in order to support a first classification of the practices collected. Nevertheless it does not prevent us from using various topics as illustrations of the four themes.

Research outcomes

- Analysis of the situation illustrated by stories and practices collected (at least 4 pages for each theme)
- Database of learners' stories (at least 3 per Theme)
- Database of practices and experiences (at least 3 per Theme)

All the information are collected within the templates (see appendix) and stored in a specific part of the Lab Virtual Space.

We suggest to use:

- an ontology based vocabulary thesaurus, which will enable to retrieve the information through common keywords;

- a tagging application which will enable to display a word cloud of all the information gathered and to facilitate the research (by tag rather than simple keywords) – see future website.

LLL-Labs as Think tanks

Concept

In the functioning of the LLL-Labs, an important activity is to mobilise the intelligence available in the field in order to reflect, exchange, debate, and propose elements in order to support the evolution of local, national and European policies and initiatives regarding lifelong learning.

During the research phase

Starting from the practices gathered, from the experience and expertise of LLL-Labs members, and from an existing history of partnership and projects between their members, the LLL-Labs will make a set of recommendations on how to:

- foster better communication on lifelong learning new EU strategies and initiatives, and on their influence at local, regional and national level;
- create a place (real and virtual) to enable, foster and sustain the mobilisation of intelligences about lifelong learning;
- propose processes, activities, instruments, in order to animate the LLL-Labs life as think tanks;
- elaborate common keystones, build common vision and understanding, design shared representations;
- propose recommendations on how to gain ownership of the actions resulting of the European policies and initiatives in order to suggest improvements in quality and efficiency and also to suggest the next steps to be covered to go further in the harmonisation of policies in lifelong learning;
- find out action means to empower the local stakeholders and attract them in working with the LLL-Labs on a sustainable basis (including possible ways of financing the labs actions after the end of the project);
- find out how to improve multi-level governance and possibly provide with a mechanism to express their voice at EU level;

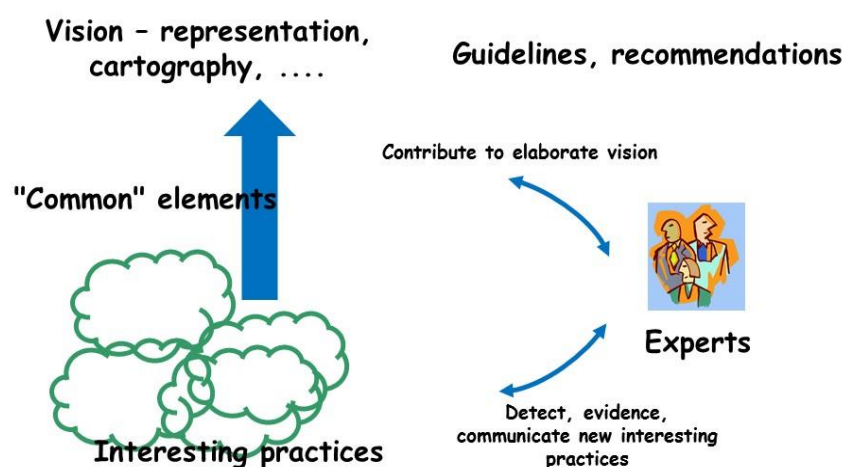


Fig 4. Inputs and outputs of the think tank work within the Labs

Research methodology

Issuing recommendations from practices and experience

This mission is mostly about collective reflection, barnstorming, creative thinking, etc. It is important at this level to be able to help experts "reifying" their knowledge (making it explicit for others). This part will also be completed with outcomes from the LLL-Forums. The following questions should be inquired:

- What is the level of awareness of stakeholders on the European agenda and policies in the field? Of its influence at national level? What is their opinion of EU and national legislation? How could it be improved? What recommendations could be drawn for a better ownership?
- What is the state of national/regional consultation culture? What recommendations could be drawn for more participative decision-making at regional, national and EU level?

*Consult practitioners/experts on their perceptions: using the **Template for Interviews/Survey (appendix 4)**. Provide an analysis of the survey results and identify trends for improvement. You will also add the outcomes of the LLL-Forums.*

Research outcomes

- Analysis of the situation (at least 4 pages for each theme) – to be completed with LLL Forums outcomes
- At least 3 interviews per theme (relevant stakeholders from various sectors)
- At least 10 surveys per Theme (relevant stakeholders from various sectors)

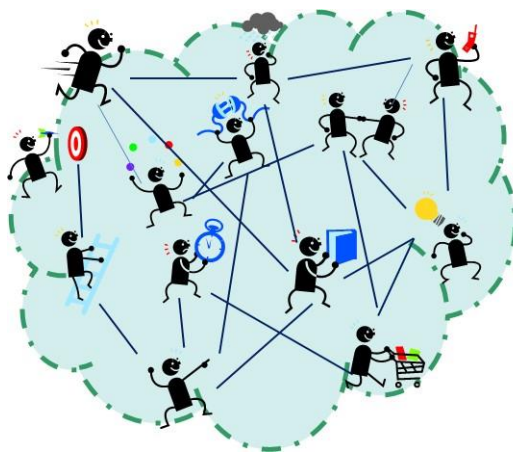
The Think Tank activity also comes together with a part of "Do Tank" activities. These ones are mostly oriented towards publishing the LLL-Labs works, sharing them with a larger audience, and thus contributing to enlarge and sustain the LLL Lab activity in the mid-long term:

- annual recommendations on lifelong learning policies harmonisation in Europe (i.e. ahead of the Commission's annual European Education, Training and Youth Forum);
- local animations to publish findings and outcomes of the LLL Lab works and share information with a larger public;
- publications, brochures, web documents, etc.;
- participation in events and conferences to disseminate LLL-Lab works;
- etc.

LLL-Labs structure and functioning

A network consists of a set of links connecting a number of actors in order to help them achieve an ensemble of activities leading to some common goals and objectives. All networks display some common features:

- the more the links are diversified, superposed, intertwined, redundant, the more the network is resistant to external and internal disturbances;
- the idea of actors covers all elements, things, persons, that act within the network; there are human actors (members, representatives, animators, experts or novices, core, lateral, peripheral or central actors, etc.); there are non-human actors that may have huge impacts on the way the network behaves and lives (the institutions housing the networks and/or its members, the rules, policies, regulations, etc.); the timeframe within which the network life in unrolling; the places where the network life takes place; and many others; it is better to have all these acting elements "on your side" by carefully managing them to "go with" the network activities instead of "going against" them;
- a network does not work by itself, whatever the engagement, motivation and goodwill of members; it needs to be animated, meaning that somebody has the huge – but gratifying – responsibility to inspire life within the network (the project partner); a lot of research is available to understand how to do this with benevolence, open-mindedness, positive and supportive orientation (for example see bibliography); the animator of the network is mainly in charge of nurturing the "glue" that enables the network to stay put for the benefice of all its stakeholders.



- The Actors
- The links
- The “glue”

Fig 6. The Labs as networks

The Actors

It is important to include all "relevant" actors, though there is **no requirement of representativeness** in a network. The LLL-Labs are not necessarily interested in the representativeness of people, but in their relevance for the LLL-Labs purposes. It is nevertheless important to notice that the observatory

function requires working with a sufficient and rather balanced amount of people from the different categories listed.

The type of interesting actors might be:

- **Learners** (LLL Learners), individuals or groups; the learners we are interested in are not only those engaged in trainings, but - and perhaps mostly - those able to reflect upon their personal non-formal and informal learning processes (**reflective lifelong Learners**);
- **Educators and trainers;**
- **Companies, recruiting bodies, HR people,** etc. willing to reflect upon items such as: the processes of knowledge creation and reification, workplace evolutions (and their anticipation), competence versus experience, professional trajectories, lifelong employability, etc.
- **"Intermediary" structures or persons** involved (committed) in the accompaniment of Learners and other bodies in lifelong learning processes; these persons may be professionals or even volunteers such as NGOs, training centre staff, etc.
- **Experts**, meaning people who have a personal interest in the subjects and are able to provide the network with some kind of "relevant expertise" - which might enclose various fields and kinds of expertise – but are mostly willing to contribute to our goals for the LLL-Lab, which are revolving around (or inside) the development of a common vision of lifelong learning in Europe.
- **Non-human actors:**
 - the time
 - the places
 - the contexts
 - the processes and activities, including the evaluation process
 - the financial issues
 - ...

Some actors in the network have distinctive functions, such as the animator, who may also act as a spokesperson for the network for external communication, although, in a network, everybody can share the responsibility of "representing" the network outside of it.

It is not given to be part of a network. The process of belonging is two-way:

- less experienced people that are willing to be part may be considered at first as "novice" (as less experienced regarding the way the distinctive expertise of the network); then, by learning informally from the other members, they make their way towards expertise; in this sense, the community of practice acts as a learning organism;
- the network itself might be willing to recruit (enrol) new members; enrolment means that it is not only a question of being here, it is a question of playing an active role that will improve the functioning and development of the community of practice, enrich knowledge, disseminate productions, etc.

The LLL-Hub partner might be regarded as the "Lab owner" (in the sense of a process owner in industry). It is not required that they act also as animator. It might be also successful to have a LLL-Lab animator recruited if possible specifically for such a task which requires distinctive qualities and operation modes.

The Links

In a network, the links should take as many forms as possible: personal, professional, knowledge based, interests based, activity based, learning based, etc. Nevertheless, a network is always before all a network of persons, thus it is important to cultivate the interpersonal relationships (not only formal ones between the structure and institutions), and to sustain these links on a "permanent" basis. The LLL-Forum is the physical meeting materialising the LLL-Lab network. It is only the visible part of the iceberg. What is important is to design a system able to support the social life of the community of practice beyond time and distance, to mediate as well as support the links. This is typically the job of a social network-like platform.

The Glue

The "glue" is made of non-material and material elements which enable the network to be kept together all along time. The non-material part includes:

- common values and shared understanding about LLL;
- negotiated and accepted ways of functioning, such as transversal and transectorial cooperation; breaking down barriers for mutual policy learning, cross-fertilisation, synergies;
- a certain degree of alignment of interests (in the sense of what is interesting for people);
- etc.

The material part may be composed of various resources, information, events organised in common, communication materials, etc. The animation is also responsible of maintaining a sufficient level of glue in order for the network to function smoothly and for the benefit of all its members and stakeholders.

A Virtual Place to host LLL-Labs Information

All the information, practices, documents, links, etc., gathered by the LLL-Labs have to be stored in a Virtual Place. This place may be hosted within OnlyOffice during the project or in the specific private section in the project website, only accessible by project partners. A dedicated structure has to be created to make information easily storable and retrievable: subspaces by countries, because of the question of language, and a subspace for common European issues. After the end of the project, the question of the use of OnlyOffice might be an issue if OnlyOffice is not free of use.

LLL-Labs organisation management

Action plan and timeline

Stage	Action	Tools	When
Early stages	Contact stakeholders about LLL-Hub/recruiting them for the LLL-Labs	Starting with own networks and EUCIS-LLL data + snowball effect	April-October 2014
Desk Research	Complete desk research and cartography of useful links	Structure of National State of Play Report	October 2014-January 2015
	Complete analysis according to National State of Play requirements (i.e. feedback from the LLL-Forums and from the analysis of all reports)	Structure of National State of Play Report	June-July 2015
Field research	Complete database of learners' stories: 10 learners' stories	Template for practice collection	October 2014-January 2015
	Complete database of practices: 10 case studies 15 interviews	Template for collecting stories	October 2014-January 2015
Analysis	Complete analysis and recommendations for 4 themes	Structure of National State of Play Report	January 2015
Production of first outcomes			
	Write National State of Play	Structure of National State of Play Report	January 31 st , 2015
	Complete online Country-Profile	Template on the website	January 31 st , 2015
Organisation of the Forum			
	Finalise the list of experts		November 2014
	Launch the LLL-lab functioning (event, meeting, etc.)		November-December 2014

	Read the methodology	Indicative Forum Methodology Provided by WP3	November 30th
	Structure the Forum life-cycle, organisation and content - Prepare the items that will be shared and discussed during the LLL-Forum		Before April-May 2015
	Hold the LLL-Forum		April-May 2015
	Evaluate the Forum		April-May 2015
Write short report of LLL-Forum			
	Write short report and update the national state of play if needed	Template for Report to be provided with the Methodology of the LLL-Forums	May-July 2015
Functioning of LLL-Lab on a continuous basis		<i>The Labs should continue to function after the Forum during the whole project and also after the end of the project, in order to sustain the LLL-Hub structure on the long range</i>	
	On-going nurturing of experts list, innovative practices and learners stories		During the whole project ... and after
	Animate the LLL-labs according to the 3 roles defined: relays, observatories and think tank		During the whole project ... and after
	On-going evaluation of LLL-Lab functioning	Guidelines for the appreciation of the value created by the Labs	During the whole project ... and after
Prepare the LLL-Agora			
	Select the 15 experts representing the LLL-Lab		According to Agora schedule
	Prepare the items that will be shared with others		id

Getting started with the LLL-Labs

The first steps in building a network or a community of practice is to:

- gather the first "core members";
- make explicit the key values;
- outline the content main characteristics;
- design the first functioning issues;
- choose a supporting system for collaboration.

Enrolling the first members and experts

During the project life, the LLL-Labs have to build a rather strong core team of members who will be able to sustain concretely the LLL-Lab life after the project. As quoted in the actors' description, these members should cover an enough wide variety of people, including professionals of different activities and activity sector, but also lifelong learners as such, recruited mainly for their ability to provide with concrete elements in successful practices. All actors should be able to reflect efficiently upon the data gathered, perform the analysis processes and issue interesting common points to found relevant recommendations. The purpose is to constitute the LLL-Labs as communities of practices and values around "lifelong learning harmonisation policies in Europe".

The experts are recruited from partners' own networks, structures, organisms, etc. They are already qualified as experts, and there is no need to qualify them again. Thus the recruitment of experts is mostly based on a question of who will be "willing to enrol in the LLL-Lab network?" rather than "we want to qualify you to belong" one. Though their experience is of great value to the LLL-Lab, an expert is not a book; it is a guide to help navigate through knowledge, experiences, practices, in order to propagate progress and innovation in a way appropriate to the higher level purpose of LL-Hub in facilitating the homogenisation of LLL policies in Europe. Other key actors in the LLL-Lab are the lifelong Learners. By anchoring their knowledge within their practical viewpoint, the LLL-Labs will enable them to start their path towards recognised expertise.

Launching the LLL-Lab

The visibility of the LLL-Lab could be enhanced by organising an event which will evidence the start of the LLL-Lab with its first members (i.e. associated to an existing partner event). It would also be an occasion to publish information about the LLL-Hub project, remind of its objectives and common values, present the main organisation issues, the action plan, the coming activities, etc. The LLL-Lab would then start its autonomous life.

Animating the LLL-Labs

As for any network, it is important to animate the LLL-Labs if we want them to function and play their role. The animation has to be designed together with the building of the Lab: who will be in charge, which are the animator' role, the animations activities and responsibilities, the outputs, etc. As said above, LLL-Labs act as Communities of Practices and Values and as such, may benefit from the literature about CoPs (see bibliography: Wenger).

The animator is responsible for designing the relevant activities which will enable, foster and develop the participation of the practitioners and experts, empower field actors, and sustain their commitment in always promoting and implementing innovative practices, issuing valuable recommendation and promoting Labs actions locally and at European level.

Appreciating the LLL-Lab added value

(see also separate document: Guidelines for the appreciation of the value created by the Labs)

It is absolutely necessary to put in place an evaluation strategy, process and tools, to constantly assess the value created by the LLL-Lab and multiply efforts to enhance it regularly. As Communities of Practices and Values, the LLL-Labs are well equipped to implement a participatory and appreciative evaluation process. Such a system is the one developed and used in the LLL-Hub project, and thus partners who would not be too familiar with it will have the opportunity to gain knowledge and competences during the project.

- During the LLL-Lab building phase, the partner responsible for evaluation may help partners in charge of LLL-Labs to implement such an appreciation process and develop the related tools, in order to:
- acknowledge successful implementations;
- propose evaluation schemes, processes, instruments, etc. to sustain engagement, responsibility and motivation by measuring the impacts of the actions undertaken, by recognising and valuing innovations and by disseminating them towards larger audiences;
- implement the evaluation processes and collect the results; this process will also enable to loop the loop with the "observatory" function, as the information collected will nurture the data base of successful innovative practices;
- report on the observations to provide with a sustainable representation of state-of-play along time;
- issue guidelines, recommendations, propositions, documents, actions of dissemination and valorisation, etc. in order to promote and value the outcomes of the processes described above.

Sustaining the LLL-Labs

Obviously, all these efforts are not made for a one shot activity during the project. The LLL-Hub is strongly willing to build up structure that will be able to self-sustain themselves after the end of the project. This has to be built in during the whole project, by implementing processes, tools, and activities, which will:

- continuously sustain interest and commitment of the stakeholders (internal and external);
- publish valuable contents and information; sustain the life of the LLL-Lab as a community of Practice and Values of practitioners around "lifelong learning harmonisation policies in Europe";
- promote and value outcomes towards local, national and European policy and decision-makers.

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Graphical network representation tools:

<http://www.pearltrees.com/>

<http://www.smartdraw.com/downloads/>

APPENDIX

Appendix 1: Structure of National/Regional states of play



Structure of National Reports Version of 20 October 2014

Introduction

DESK RESEARCH

The aim of this section is to give an overview on your countries' or regions' (depending on the partner) situation as regards lifelong learning (LLL) vision and implementation. EUCIS-LLL has already prepared a concept note on LLL that you can use as an inspiration to understand the scope and definition of LLL.

For example what is the situation of your country as regards skills needs, we saw in Lisbon that a large proportion of the population in Portugal had low qualifications... The aim is to introduce the challenges in your country and the frameworks, policies/reforms and initiatives/funds that have been developed to face them. If we take the Portuguese example again: the RVCC system and the development of VET. This section can be further developed once you have collected material for the following chapters.

You should also provide key statistical data (national and European) to be used as infographics in the publication (at least 5 references) i.e. participation of adults in lifelong learning and qualifications' level of the population, that illustrate the gaps and the needs to develop lifelong learning strategies. International data can be: [PISA](#), [TALIS](#), [PIAAC](#)...

This analysis shall "confirm" our analysis on the need for lifelong learning and for this project.

This chapter shall be 5 pages using the same format as this document.

1/ National Frameworks for lifelong learning: towards flexible pathways and comprehensive education and training systems

DESK RESEARCH

This section shall be 10 pages long with the following elements (note that the questions are indicative – and not restrictive – and are meant to help you structure your research):

Short introduction on the national culture as regards lifelong learning

What is the definition of lifelong learning in your country/region? Is it a similar approach as the European one (see concept note on LLL)?

What's the place of formal, non-formal and informal learning? For example is non-formal and informal learning given equal value to formal education? Is it recognised by laws?

What about the culture in your country i.e. the value given to academic knowledge & official qualifications by families, educational actors and decision-makers? What are the main obstacles in moving towards a LLL approach?

Is there a national LLL strategy in place?

What are the main laws/legislations in place and the actors in charge of drafting and implementing them: ministries/agencies, chambers of commerce, social partners... Do you have systems in place for the validation of non-formal and informal learning?

What are the main policy initiatives (learners' rights to training, i.e. vouchers)?

What are the links with other policies (employment, health, youth, etc.)?

How are EU frameworks implemented?

The EU has developed several frameworks that work as mobility tools but also as translation frameworks between countries. They contribute to a paradigm shift towards recognising learning outcomes from various settings – formal, non-formal and informal. In that sense they also contribute to LLL. These are: the EQF, the Key Competences Framework, ECTS, ECVET, Validation of non-formal and informal learning, Quality assurance (EQAVET...)

Can a learner move from one system to another? From one country to another?

Are these frameworks known by educational actors and decision-makers?

Are where they translated into national programmes or policy reforms?

What are the main barriers (i.e. capacity to move from VET to higher education)?

2/ Lifelong learning actors: taking the jump towards learner-centred systems

FIELD ANALYSIS: case studies, interviews, life stories

In this section, for each type of actor, you will give an analysis of the main findings of the field research. You have to use quotes from the interviews to illustrate your arguments as well as refer to the case studies and other material you have collected (a summary should be provided for the case studies, the whole case study being in the annex). You will have to provide:

- 5 case studies minimum (examples of practices; some can be collected from other sources, i.e. websites that reference good practices, other EU projects, that are relevant for our project – for some you can also collect more information via interviews)
- 15 interviews minimum of actors covering the different categories (teachers, employers, school heads, learners...) who will share their own practices/experiences.
- 5 life stories: an individual who explains his/her own learning path: what choices and the problems they encountered (i.e. changing career, etc.). We will only publish their first name.

You shall use the templates in annex. Note that the templates are meant to provide you with guidelines to build your own interviews; you shall adapt questions to individual cases. You can do the interviews in your language or in English. You can use abstract to support your analysis in the report.

This chapter shall be 10 pages long; the interviews, case studies and life stories are in annex.

2.1. Educators, teachers, school heads, inspectors, guidance professionals...

It is about the actors directly impacted by the policies in and around the educational institutions. Are they taking the cultural shift? What are the obstacles in the implementation of the above-mentioned frameworks and initiatives? How to overcome these? How flexible are the systems?

i.e. Spain the case of teachers that are not able to work in teams, etc.

2.2. Lifelong learners

Looking at the motivation and reaching out to disadvantaged groups (migrants, refugees, Roma, disabled, low-skilled workers...). If there is an offer: looking at drop out rates, retention solutions, basic skills acquisition. Important questions such as balancing quality and equity; providing second chances; should be tackled there.

i.e. Research in Portugal about the different types of learners (lack of motivation), the new approach of CVO portfolio, initiatives to improve language acquisition, etc.

2.3. Employers

About the links with the labour market, matching skills offer and demand, developing entrepreneurship skills / entrepreneurial mindsets / intrapreneurship.

i.e. case of Spain for migrants, CVO practice of consulting employers systematically when they develop new trainings, etc.

2.4. Learning strategies

How do we learn: about personal motivation and development (cultural elements, emotions, artistic...), what is the effect of the use of ICT in learning, of peer learning, etc.

3/ Lifelong learning communities: partnerships and shared responsibility

FIELD ANALYSIS: case studies, interviews, life stories

In this section, for each theme, you will give an analysis of the main findings of the field research. You will have to provide:

- 5 case studies minimum.
- 15 interviews minimum of actors covering the different themes.
- 5 life stories: an individual who explains his/her own learning path: what choices and the problems they encountered (i.e. changing career, etc.). We will only publish their first name.

You shall use the templates in annex. Note that the templates are meant to provide you with guidelines to build your own interviews; you shall adapt questions to individual cases. You can do the interviews in your language or in English. You can use abstract to support your analysis in the report.

3.1. Partnerships

Breaking down barriers; for instance between employment, health and housing policies. What cooperation mechanisms exist between ministries, between actors, etc.

i.e. Community colleges, DUCIS-LLL, etc.

3.2. Raising awareness on lifelong learning

This section is about initiatives aimed to raise awareness on lifelong learning and to put people around the table.

i.e. Lifelong learning weeks, LLL days, Learning Festival, other initiatives such as research...

3.3. Funding: Invest where and how

Looking at various solutions and the different viewpoints about efficiency of investment.

i.e. the use of vouchers in Krakow...

4/ Policy recommendations to improve the implementation of lifelong learning

DESK RESEARCH

In this section, for each theme, you will give an analysis of the main findings of the LLL-HUB methodology itself. It shall be 5 pages long.

Recommendations on building LLL-Labs and Forums

What did you learn before/during/after setting the labs: what are the success factors, the problems you encountered, how did you overcome them...

Recommendations for policy-makers

Based on the previous chapters you shall make a series of recommendations to improve lifelong learning in your country: around 10-15 recommendations addressed to decision-makers, educational and individual actors.

i.e. Overcoming cultural barriers to the recognition of non-formal and informal learning

i.e. Looking much more through learners' eyes: what motivates them into learning and how to adapt educational systems to their needs and abilities

i.e. Gap between EU frameworks/policies and actors: empowering them... how...



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Appendix 2: Guidelines for Storytelling collection

The Lifelong Learning Learners stories may be gathered either through interview or as written testimonies. An interesting way of practising is to ask one LLL-Learner to collect a story from another one and the other way round.

LLL-HUB Guidelines for collecting Stories from LLL-Learners

Overview

ID of the LLL Learner
Location / Country / Region
Short summary(free text), key words, ... <i>(Max 10 lines)</i>
Actors Involved (including LLL Learners, facilitators, intermediaries, institutions, decision makers, etc.
Time frame (when, how long, was it one shot or multiple, etc.)
For which theme is this story relevant (main theme, keywords)
Relevant links, websites, etc.

Background

Personal context
Environment (professional, social, economic, etc.)
Links with national issues and frameworks
Links with European issues and frameworks
Others

Detailed description

(Max 60 lines)

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Analysis

Innovativeness
Impact on the LLL-Learner LLL and professional Pathway
Key success factors
Sustainability
What could be appropriated by others? And how?
What would you differently if the opportunity happened again (for you or somebody else)

Lessons Learnt

Regarding the building of a shared definition of LLL in LLL-Hub
Regarding the possibilities of having practices in LLL which evolve and become more innovative
Regarding the key actors, their roles and activities in LLL
Regarding the appropriateness between local / national and European frameworks and how to act upon them to make them converge
Others (please specify)

Appendix 3: Template for Practice collection

LLL-HUB

Template for Description of Interesting Successful Practices

General Description

Name / Title
Location / Country / Region
Short description (free text), key words (Max 10 lines)
Actors Involved (including LLL-Learners, facilitators, intermediaries, institutions, decision makers, etc.)
Target audiences:
Time frame (when, how long, was it one shot or multiple, etc.)
For which theme is this story relevant (main theme, keywords)?
Relevant links, websites, etc.

Background

Links with the European Framework
Links with national / regional priorities
Political and Economic dimensions
Social dimensions
Technical dimensions
Environmental dimensions

1. Detailed description

(Max 60 lines)

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2. Analysis

Innovativeness
Key success factors
Sustainability
Contributions to LLL Policy (Current frameworks, future frameworks in short and long term)
What could be appropriated by others? And how?
How does it contribute in qualify members for the Labs and experts for the Forums?

3. Lessons Learnt

Regarding the building of a shared definition of LLL in LLL-Hub
Regarding the possibilities of having practices in LLL which evolve and become more innovative
Regarding the key actors, their roles and activities in LLL
Regarding the appropriateness between local / national and European frameworks and how to act upon them to make them converge

Appendix 4: Template for Survey and Interview

Name (individual or organisation)
Sector of activity
Country

1. About lifelong learning

How do you understand lifelong learning?
--

Do you consider your organisation as a lifelong learning organisation?

2. About participation in EU policy-making in education and training

What do you know about EU cooperation in education and training?

Do you feel EU institutions take your interests into account?

Would you like to get more involved in EU debates?

Would you be interested in participating in national/regional consultation LLL Forums that would allow you to express your views on EU cooperation in education and training?

3. About participation in national policy-making in education and training

Are you following national policy debates in the field of lifelong learning / education and training?

Do you consider that lifelong learning is a priority in your country?

Should lifelong learning be a priority in your country?

Are you/is your organisation consulted by public authorities when it comes to national policies in education and training?

Would your organization wish to get more involved in the definition of public policies?

According to you, do public authorities consider participation and consultation of your organisations/your participation as important?

According to you, what are the main challenges/barriers to improve the dialogue between actors in the field and public authorities?

4. Transversal/transectorial cooperation

Do you cooperate with other organisations/institutions in your own sector and or with other education and training sectors/actors?

If yes, with whom?



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