Methodological Guidelines

On the Implementation of the LLL-HUB Methodology

LLL-LABS, LLL-FORUMS and LLL-AGORA

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The LLL-HUB project was funded with the support of the Lifelong Learning Programme under Key Activity 1 “Policy cooperation and innovation” and coordinated by the Lifelong Learning Platform (formerly EUCIS-LLL). Engaging ten partners from eight EU countries and beyond and with various backgrounds (public authorities, civil society organisations...), it lasted for about two and a half years from December 2013 to May 2016.

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

A research phase (LLL-LABS) followed by seminars (LLL-FORUM) took place in seven different partner countries, involving key LLL experts and policy-makers. They were then invited to gather for transnational policy learning and the elaboration of key political messages in a real bottom-up democratic setting (LLL-AGORA).

The project has three transversal objectives:

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

A methodology has been developed to support the different elements of the structure and the efforts of partners in collecting information, engaging experts and policy makers as well as fulfilling the objectives of the first rounds of the LLL-HUB life. Now that the project as such is over, partners still have two main concerns:

- Sustainability: most of the partners have shown their will and ability to continue the work of the LABS and organise LLL-FORUMS after the end of the project although there are financial challenges linked to this decision;
- And enlargement: the success of the first rounds of the LLL-HUB structure within the partners countries show that it might be worth spreading the work done to other regions and countries in order to convince new actors to adopt the methodology, processes and tools and join the global LLL-HUB architecture.

This document aims at providing the reader with methodological aspects in order to answer to the two concerns outlined above.
Four main areas have been defined as worth investigating for the LLL-LABS and LLL-FORUMS. These themes are related to lifelong learning and inspired by the ET2020 Strategic Framework and the 2012 Commission Communication on “Rethinking Education” with a trans-sectorial and transversal approach:

- National Frameworks for lifelong learning - towards flexible pathways and comprehensive education and training systems;
- Lifelong Learning Actors – taking the jump towards learner-centred systems;
- Lifelong Communities – towards genuine partnerships and a shared responsibility;
- Policy Recommendations to improve the implementation of Lifelong Learning.

These themes may of course be complemented and/or adapted to local or national concerns and according to the evolution of situations and policies at every level (local, national, European).

LLL-LABS Functions and Missions

Based on the project outcomes, 3 functions are identified for the LLL-LABS:

- 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” in the field, in the different countries and Regions, how to observe interesting innovative practices and collect learners’ stories that will enlighten and sustain the reflection;
- LLL-LABS act then as Think Tanks, i.e. the framework within which the reflection takes place, 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 throughout the reflection 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.

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.

LLL-LABS as Relays

Information Collection

The LLL-LABS are intended to provide a set of practical elements to produce a vision of the lifelong learning policies implementation and evolutions in each country/region willing to adopt the LLL-HUB architecture.

Information is collected from different kinds of actors in different places.

From stakeholders implementing the 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 the 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 the European political context is;
- 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?
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Desk Research
Information collection is mainly being carried out through desk research. The LLL-LAB collects mostly already existing information: in effect, the numerous websites of existing bodies and their published materials (European Commission, countries’ governments, public entities, (international) surveys, European network publications, national reviews, etc.) provide us with more or less updated information on a recurrent basis. For this reason 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 to not redo already existing work, but rather to collect all existing documents and more interestingly, to collect websites and other electronic sources issuing those documents, and store them in a space through automated tools (like RSS flows or others). In this way, the information will be collected regularly and kept up to date for a long time. There are several applications enabling to draw network cartographies (e.g. Pearltrees, SmartDraw, etc.). Answers to the following questions should be found:

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 from 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 (available at www.lll-hub.eu and/or ask the Lifelong Learning Platform for guidance to see main policy development).

Expected Outcomes

► Analysis of national lifelong learning strategies and influence of the EU (at least 2 pages per theme)

► Summary on the project website - Country profile

► Online database of LLL Experts (at least 10 per theme – to be developed with further research work – Observatories and Relays)

► Relevant collection of web links

Fig 2. LABS as Relays of the European initiatives in LLL
LLL-LABS as Observatories

The LLL-LABS are intended to reflect on how to improve transversal dialogue and cooperation, to break down barriers between sectors, to foster communities of values and practices based on a shared meaning of lifelong learning. We are interested in having the viewpoint of all the different actors in the field, and especially the lifelong learners.

Information Collection

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 what they have in common. It means thus that the categorisation 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.).

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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 his/her goals as a lifelong learner. We are interested in qualitative data, concrete descriptive elements, interviews, storytelling, etc.; but we are also interested in “second hand” information as far as it is interesting and first-hand information is not available (websites, articles, videos, etc.), This information is particularly relevant with regard to 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 also key elements of the practices to be collected.

► 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 in 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 for the description of the practices is included as Appendix 1.

The collection of interesting innovative practices in LLL throughout Europe is the main task 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 evidence 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 in the description of the LLL-LAB Missions at the beginning of the document (see also the different Appendices).
Strategy for Information collection:
The data collection process here is more of the kind of a field research process: storytelling and practice collection (see Appendix 1). Answers to the following questions should be found:

- What are the learners’ stories? In what way their learning pathway is flexible?

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.

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 is collected within the templates and stored in a specific part of the LAB Virtual Space.

We suggest using:
- 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.

Based on learners’ responses please provide an analysis and state the resulting trends that. Please use the Guidelines for collecting stories (Appendix 1). The template for collecting practices could also be used to edit the story telling pieces so that they are compatible with the database and the retrieving tools.

Based on the analysis you made please provide good practices/case studies based on the Template for practices collection (Appendix 1), we are especially interested in successful and innovative.

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?

Fig 3. The keys to a successful practice
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.

Information Collection

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

► Foster better communication on new EU strategies and initiatives in the field of lifelong learning, and on their influence at local, regional and national level;

► Create a place (real and virtual) to enable, foster and sustain the mobilisation of intelligence about lifelong learning;

► Propose processes, activities, instruments, in order to animate the LLL-LAB life as a Think Tank;

► Elaborate common keystones, build a common vision and understanding, design shared presentations;

► Propose recommendations on how to gain ownership of the actions resulting from European policies and initiatives in order to suggest improvements in quality and efficiency and also to suggest the next steps to further the harmonisation of policies in lifelong learning;

► Find out means of action to empower the local stakeholders and attract them in working with the LLL-LABS on a sustainable basis.

► Find out how to improve multi-level governance and possibly provide a mechanism to express their voice at EU level.

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Issuing recommendations from practices and experience

This mission is mostly about collective reflection, brainstorming, creative thinking, etc. It is important at this stage to be able to help experts "refining" their knowledge and making it explicit to others. This part will also be completed with outcomes from the LLL-FORUMS. Answers to the following questions should be found:

► What is the level of awareness of stakeholders about 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 developed for better ownership?

► What is the state of national/regional consultation culture? What recommendations could be developed for more participative decision-making at regional, national and EU level?
Outcomes

- Analysis of the situation (at least 4 pages per theme) - to be completed with LLL-FORUM 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-LAB work, sharing them with a larger audience, and thus contributing to enlarging and sustaining 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 work and share information with a larger public;
- Publications, brochures, web documents, etc.;
- Participation in events and conferences to disseminate LLL-LAB work.

Consult practitioners/experts on their perception using the Template for Interviews/Survey (Appendix 1). Provide an analysis of the survey results and identify trends for improvement. Here you will also add the outcomes of the LLL-FORUMS.

Fig 4. Methodology of acquisition, treatment of data and production of outcomes in the LABS: a global framework
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 considerable impact on the way the network reacts and functions (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 considerable – 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 benefit of all its stakeholders.

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-LAB purposes. Nevertheless, it is 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, 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 such as time, places, contexts; processes and activities, including the evaluation process; financial issues; other actors.

Some actors within 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 outward representation of the network.

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

Less experienced people that are willing to be part of the network may at first be considered as “novices” (as less experienced regarding 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 there, 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 in question might be regarded as the “LAB owner” (in the sense of a process owner in industry). It is not required that they also act as animator. If possible, it might also be successful to recruit an LLL-LAB animator specifically for tasks which require distinctive qualities and operation modes.

The Links

Within a network, the links should take as many forms as possible: personal, professional, knowledge based, interest based, activity based, learning based, etc. Nevertheless, a network is always primarily a network of persons, it is therefore 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 bringing the LLL-LAB network together to demonstrate its work and further build on it. What is important is to design a system which is 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 among other elements:

- 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);

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-LAB Information

All the information gathered by the LLL-LABS have to be stored in a virtual place. This place may be hosted within a platform used by the institution organising the LLL-LABS and LLL-FORUMS, or set up as a dedicated structure created to make information easily storable and retrievable.
LLL-LABS Organisation Management

**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 the key values explicit;
- Outline the main content 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 the LLL-LAB life (after the project). As quoted in the actors’ description, these members should cover a wide enough variety of people, including professionals with diverse profiles and from different sectors, but also lifelong learners as such, recruited mainly for their ability to provide concrete examples and successful practices. All actors should be able to reflect efficiently upon the data gathered, perform the analysis processes and issue interesting common points for the development of 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 once more verify their expertise. The recruitment of experts is therefore mostly based on a question of who will be “willing to enrol in the LLL-LAB network?”

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The experts are recruited from partners’ own networks, structures, organisms, etc. They are already qualified as experts, and there is no need to once more verify their expertise. The recruitment of experts is therefore mostly based on a question of who will be “willing to enrol in the LLL-LAB network?” rather than “we want you to prove that you fulfil the criteria to contribute”. Though their experience is of great value to the LLL-LAB, an expert is not a book; she/he 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 LLL-HUB in facilitating the homogenisation of LLL policies in Europe. Other
key actors within 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 events 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 structure, remind of its objectives and common values, present the main organisational issues, the action plan, the upcoming 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 the foreseen role as part of the overall methodology. The animation has to be designed together with the building of the LAB: who will be in charge, which is the animator’s role, the animations activities and responsibilities, the outputs, etc. As mentioned 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 LAB actions locally and at European level.

Appreciating the LLL-LAB added value

It is absolutely necessary to put an evaluation strategy, process and tools in place to continuously asses the value created by the LLL-LAB and multiply efforts to enhance it regularly (Appendix 2). As Communities of Practices and Values, the LLL-LABS are well equipped to implement a participatory and appreciative evaluation process. Such is the system developed and used for the LLL-HUB project, and thus partners who are not 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; the information collected will nurture the database of successful innovative practices;
► Report on the observations to provide a sustainable representation of state-of-play(s) 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 the effort of the LLL-HUB participants is based on the strong will to build up a structure that can be sustained beyond the project lifetime. This has been built in during the whole project life cycle by implementing processes, tools, and activities. It is essential that these are put in place as they 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.
LLL-FORUM METHODOLOGY

Objectives of the LLL-FORUM

The FORUMS are intended to:

► Gather experts on different aspects of LLL policy implementation and from as many different institutions and organisations as possible;

► Become an opportunity to widely spread the information, findings and outcomes of the LLL-LABS to a large public.

Expert meetings may act as Relays of the European policies, initiatives, recommendations; Expert meetings may be used as privileged Observatories of how LLL is “happening” in 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 reflection.

Expert meetings also act as Think Tanks, i.e. the framework within which the reflection takes place, and nurtures the process leading to new recommendations in order to make the common European policies evolve.

It is recommended that the outcomes of the expert meetings should be documented in a report (see Appendix 3).

An expert meeting followed by a public event

The goal of the LLL-FORUM is to examine each country’s profile and reflect upon the gaps between theory and practice, the progress made and elements which are still to be resolved. As this requires an intense discussion between at least 15 experts, it is advisable that, in case you wish to organise a public event, to split the day in two and have one closed event and one public event. The benefits of having a closed event first are:

► Experts can talk freely about their opinions as they do not have to take their public image and the public opinion into account;

► In case some experts cannot attend your event for the entire day you can just invite them for the morning session. Those who are available for the public event in the afternoon can be invited for lunch;

► Having 15 experts discuss a theme in depth, guided by a moderator, and this for 4 hours or even longer could be tiring for a wide ranging public. By splitting the day in 2 you can experiment with other, more active methodologies to attract your audience.

Based on the topics and outcomes of the morning session, you could take some statements with you to the afternoon session and for example ask your experts for additional opinions or have your audience reflect on these statements during workshops. It is up to you how you wish to organise this public event. This methodology only takes the closed morning session into account as this is the time and place to gather the information which will be included in your LLL-LAB.

It is important to have a well-balanced expert meeting as the panel consists of at least 15 members this means:

Selection of Experts

► Participants have to come from either the practical field of LLL, from policy-making institutions or from an academic background; preferably in equal numbers from each field;

► Participants have to possess knowledge and experience concerning different types of LLL: focus on the labour market or on personal development;

► Preferably equal numbers of men and women;

► Preferably participants that represent different points of view, related to LLL;

► The expert meeting is presided by a moderator who is not one of the participants. Her or his role is to lead the meeting and make sure that participants deliver their input. Therefore, it is necessary that she or he has an understanding of LLL, enough to be able to reach the objectives of each session and the
meeting as a whole. The moderator also needs to be as objective as possible. She or he must have a clear understanding of the process of the expert meeting. To assist the moderator and to coproduce the final report, a secretary should be present at the meeting and make sure that notes are taken.

Inviting the experts
It is important that potential participants are invited on time (at least 3 months in advance). The invitation should contain:

- The objectives of the meeting;
- The possible contribution of the invitee to this meeting;
- Information on the composition of the panel and its working method.

There are two options to compose the expert meeting:

- If it is known to the inviting organisation who the experts in the field of LLL are, personalised invitations can be sent directly. It would be even better to invite the experts personally by requesting a meeting with her/him or call them. Note: make sure you ask this person to name somebody from the institution where they work as a replacement in case of absence;
- If it is unknown to the inviting organisation who the experts in the field of LLL are, a call can be sent out to institutions in this field with a profile of the experts that are aimed at and a request to name two or more experts. The inviting organisation will then, with the response to this letter, select the experts that best fit the criteria for a well-balanced panel. These experts will receive a personalised invitation for the meeting. It is also possible to draw up a list of replacements.

It is evident that the second option will take more time than first, but that it is more transparent than the first. After the expert has accepted to participate in the FORUM provide her/him with the national state of play concerning LLL and ask to prepare themselves by going through the document. Mention in your e-mail that this document will serve as the basis for discussion during the FORUM.

Practical Issues

Location of the LLL-FORUM
If you do not have a room available on your own premises, it is important to be on time with the reservation of your location. Make sure your location has:

- 2 smaller rooms
- Flip charts
- A beamer
- Catering services
- In case you plan to organise a public event: an auditorium, microphone etc.

Budget
It might be useful to forecast a budget for each FORUM in order to adapt expenses to the available resources. Some costs are at the expense of the organising institution, some could be carried by the participants.

Expert profiles
To get an overview of all the experts participating in the different LLL-FORUMS collect key information of the experts such as name, contact details, special interests, experience and ask them for a personal message as to why they are participating or giving their opinion on the LLL-HUB themes. All the expert profiles should be uploaded on the project website.
The FORUM Day

Schedule of the day (suggestion)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30 - 09.45</td>
<td>Welcome</td>
</tr>
<tr>
<td>09.45 - 10.15</td>
<td>Presentation of LLL-HUB Architecture</td>
</tr>
<tr>
<td>10.15 - 11.00</td>
<td>Session 1 - National Frameworks for lifelong learning: towards flexible pathways and comprehensive education and training systems</td>
</tr>
<tr>
<td>11.00 - 11.45</td>
<td>Session 2 - LLL Actors: taking the jump towards learner-centred systems</td>
</tr>
<tr>
<td>11.45 – 12.30</td>
<td>Session 3 - LLL cCommunities: partnerships and shared responsibility</td>
</tr>
<tr>
<td>12.30 – 13.15</td>
<td>Session 4 - Policy recommendations to improve the implementation of lifelong learning</td>
</tr>
<tr>
<td>13.15 – 13.45</td>
<td>Lunch + presentation of main findings (final session) + networking</td>
</tr>
</tbody>
</table>

Role of the moderator during the LLL-FORUM

- Project the group division;
- Keep track of the discussions in the different groups. Make sure every discussion is going well, if not, try to boost the discussion by giving new input;
- Keep track of time;
- Explain the different sessions and methods;
- Monitor and guide the final discussion and try to find an agreement concerning the recommendations.

Welcome (’15)

During this first part of the session, all experts are welcomed to the meeting and the moderator thanks them for their interest in the LLLHUB-project and the time they are making in order to participate.

The moderator then explains the way the panel has been composed by briefly presenting all the experts (name, function, organisation) so that the experts understand in which function they were asked to participate and who the other experts are.

The moderator gives an overview of the meeting schedule which should also be available to the participants in their folder.

Presentation of LLL-HUB Architecture (’30)

The moderator sketches out the objectives of the LLL-HUB Architecture (see foreword for an example).

Based on the expertise of expert meeting members, and from an existing history of partnership and projects between its members, the expert meeting will make a set of recommendations on how to:

- Foster better communication on new EU lifelong learning 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 intelligence about lifelong learning;
- Propose processes, activities, instruments, in order to animate the expert meeting life as think tanks;
- Elaborate common keystones, build a common vision and understanding and design shared representations;
- Propose recommendations on how to gain
ownership of the actions resulting from 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 lifelong learning policies;

► Find out means of action to empower the local stakeholders and attract them to working with the expert meeting on a sustainable basis (including possible ways of financing the LAB actions after the end of the project);

► Find out how to improve multilevel governance and possibly provide a mechanism to express their voice at EU level;

The moderator should mention that the outcomes of the project and discussions during the LABS and the FORUMS will be documented in a report.

**Working sessions**

What follows are four different sessions during which the experts can share their ideas on the three different themes/topics selected by the partners followed by the development of policy recommendations. Each session will take 45 minutes. It is up to the moderator to keep track of time and move to the next theme every 45 minutes.

**Before you start**

► Divide the group into two sub-groups so that each group consists of 7 to 8 actors. The reason for splitting up the group is to facilitate discussion as this might be too much of a challenge with 15 persons. Groups should be in different rooms in order not to disturb each other;

► Make sure that both groups cover all main sectors engaged in lifelong learning. This means that the ideal situation is a group with at least one expert from the academic world, one policy-maker and one professional from the private sector. This will make the discussion more interesting and founded;

► Appoint one rapporteur who is not one of the invited experts. This rapporteur should write down the main findings during the discussions and report back at the end of the group session;

► Appoint one moderator per group.

**Set-up of one session**

The starting point of each working session consists of studying the results of the field analysis and desk research for each selected theme. You can either:

► Ask your experts to identify potential gaps: does the analysis cover all aspects? Are the case studies relevant to point to the current gaps and strengths of the national system? Ask the experts whether or not they can relate to findings in the report;

► Ask your experts if they have additional points to add to the state of play and/or potential areas that should be covered;

► Ask your experts to develop some policy recommendations.

You could also start each session by reading a case study or interview of the state of play out loud to get the conversation started.

Once you have identified these weaknesses and strengths, ask the experts to reflect on the following questions based on the weak points:

► What barriers are there to implement certain solutions? Try not to focus too much on these solutions but rather on what needs to change in order to be able to implement these solutions;

► What can we do as a sector to overcome these barriers?

► What can policy do to overcome these barriers?

The rapporteur needs to categorise all findings under these questions so that the findings of both expert groups can be reported in a uniform way. The challenge for the moderator will be to manage time as 45 minutes is not a lot to have everyone engaged in the discussion and go through the different questions.
Final session
Once all three topics have been discussed, both groups come together again in one room. Rapporteurs of both groups will summarise the main findings from each question (see above). The experts of the other group will be asked to comment on these findings.

Reporting
The report is meant to be made available and read by those who participate in the LLL-HUB-project. There are two evaluation templates:

- One for experts: ask them to fill in this sheet at the end of the final session (see Appendix 2)
- One for project partners: evaluation report where you fill in the main findings of your FORUM (see Appendix 3)

LLL-AGORA METHODOLOGY

Objectives of the LLL-AGORA

The LLL-AGORA is intended to gather all experts and LLL-LAB members at a European level, in order to:

- Share the different practices, LLL Learners’ life stories, etc.;
- Reflect on how such practices could be re-appropriated in other contexts;
- Share the findings of the different LLL-LABS and LLL-FORUMS which have been taking place in each region/country;
- Reflect upon the characteristics of the LLL policies in each region/country;
- Reflect on possible recommendations for the policy and decision makers at regional, national and European level;
- Make sure these recommendations are reported to the relevant persons (possibly by inviting them to participate in the Agora).

Experts agree to actively participate in the panel discussions and workshops during the LLL-AGORA. They have to be available to be briefed at a national pre-AGORA event (LLL-LAB) where the workshop topics of the AGORA and the relevant best practice examples will be discussed.

Location of the LLL-AGORA

Make sure your location has:

- 1 big room/auditorium (150-250 people);
- At least 2-5 smaller rooms (80-100 people) depending on the number of workshops to be organised) - one group can stay in the plenary room if necessary;
- Between 3 and 6 flip charts depending on the number of workshops organised;
- A beamer and suitable wall for projections;
- Catering services (coffee/lunches/reception);
- At least 2 microphones plenary audience and at least one microphone for the panel;
- A speakers’ podium and facilities for the other speakers and the moderator to sit.

Budget

It will be necessary to forecast a relatively detailed budget for the LLL-AGORA in order to adapt expenses to resources available. Some costs are at the expense of the organising institution, some will likely have to be carried by the experts or their institutions (such as travel and accommodation). The choice of location and venue strongly influences the overall cost of the event.
The contest

In order to animate the event, it is suggested to organise a contest among the findings of the different LLL-LABS, for example among the successful innovative practices which were identified. This contest could be organised online and the award winners will receive their awards during an evening ceremony at the end of day one.

NB: Be careful as it might be tricky to try to compare and rank practices that have nothing to do with each other.

Selection of Experts

It is important to have a well-balanced LLL-AGORA. The following criteria where defined for the LLL-FORUMS and are also valid for the LLL-AGORA since the experts who have participated in the LLL-LABS and LLL-FORUMS should be the ones to also participate in the LLL-AGORA. Ideally 15 experts from each country that has organised an LLL-FORUM should also be participating in the LLL-AGORA. Experts attending the AGORA should fulfil the following criteria:

► Participants have to come from either the practical field of LLL, from policy-making or have an academic background; preferably in equal numbers from each field;
► Participants have to possess knowledge and experience concerning different types of LLL: focus on the labour market or on personal development;
► Preferably equal numbers of men and women;
► Preferably participants that represent different points of view, related to LLL;
► Experts need to be as objective as possible. She or he must have a clear understanding of the process of the expert meeting. Experts should assist the moderator in coproducing the final report, a secretary is present at the meeting and makes sure that notes are taken;
► Experts are requested to register their profile on the LLL-HUB website prior to the LLL-AGORA.

In addition to these criteria, the LLL-AGORA requires the following from experts:

Inviting the experts

It is important that potential participants are invited on time. Experts to participate in the LLL-AGORA should be invited at least four months ahead of the event. The official invitation to the experts should be personalised and should contain:

► The objectives of the meeting;
► The possible contribution of the invitee to the LLL-AGORA;
► The final national state of play concerning LLL, the draft LLL-HUB report and overview of selected topics based on the three themes since they will be the basis for discussion;
► Draft programme of the LLL-AGORA and the working method of the panel and workshops.

In the event that you are inviting an expert to the LLL-AGORA who has not previously taken part in the LLL-LABS and LLL-FORUMS, please make sure that they are thoroughly briefed in person, at the latest by attending the LLL-AGORA national briefing event.

After the expert has accepted to participate in the LLL-AGORA provide her or him with the final national state of play and the draft LLL-HUB report concerning LLL and ask her or him to prepare by going through the documents. Mention in your e-mail that this document will serve as the basis for discussion during the national briefing event and finally the LLL-AGORA. Please use this as the latest opportunity to make sure your experts have registered on the LLL-HUB website. Please ask them to fully complete the profile including the personal message.
## Schedule Day 1 (example)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00 - 09.30</td>
<td>Registration</td>
<td>30 min</td>
</tr>
<tr>
<td>09.30 - 09.45</td>
<td>Welcome words by TBC</td>
<td>15 min</td>
</tr>
<tr>
<td>09.45 - 10.20</td>
<td>Key Note speech by High profile speaker EC or two different speakers</td>
<td>35 min</td>
</tr>
<tr>
<td>10.20 - 10.50</td>
<td>Presentation of the LLL-HUB Architecture. Promotional Video</td>
<td>20 min</td>
</tr>
<tr>
<td>10.50 - 11.15</td>
<td>Coffee Break</td>
<td>20 min</td>
</tr>
<tr>
<td>11.15 - 13.00</td>
<td>Plenary Session (3-4 speakers including 1 from the EC, one expert, one LLL-HUB partner, external stakeholder)</td>
<td>105 min</td>
</tr>
<tr>
<td>13.00 - 14.00</td>
<td>Lunch and networking</td>
<td>60 min</td>
</tr>
<tr>
<td>14.00 - 14.30</td>
<td>Presentation of Workshops</td>
<td>30 min</td>
</tr>
<tr>
<td>14.30 - 16.00</td>
<td>3-6 Parallel Workshop Sessions (according to LLL-HUB themes and to Best practice examples – discussion of case studies)</td>
<td>90 min</td>
</tr>
<tr>
<td>16.00 - 16.20</td>
<td>Coffee Break</td>
<td>20 min</td>
</tr>
<tr>
<td>16.20 - 17.30</td>
<td>Workshops drafting Policy Recommendations</td>
<td>80 min</td>
</tr>
<tr>
<td>17.30 - 18.00</td>
<td>Registration for LLL-Contest Award Reception</td>
<td>30 min</td>
</tr>
<tr>
<td>18.00-21.00</td>
<td>Lunch and networking Reception and LLL-Contest Award Ceremony</td>
<td>180 min</td>
</tr>
</tbody>
</table>

## Schedule Day 2 (example)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00 - 09.30</td>
<td>Registration</td>
<td>30 min</td>
</tr>
<tr>
<td>09.30 - 10.15</td>
<td>Summaries from the workshops with Policy recommendations and questions from the audience</td>
<td>45 min</td>
</tr>
<tr>
<td>10.15 - 11.45</td>
<td>Plenary Session (EC providing reactions to recommendations, LLL-HUB partner, LLL-Expert, ministry representative or external stakeholder, LLL-Award winner?) Reactions from the audience</td>
<td>90 min</td>
</tr>
<tr>
<td>11.45 - 12.10</td>
<td>Coffee Break</td>
<td>25 min</td>
</tr>
<tr>
<td>12.10 - 13.00</td>
<td>Conclusions and presentation of next steps. Invitation to other countries to implement methodology</td>
<td>50 min</td>
</tr>
<tr>
<td>13.00 - 14.00</td>
<td>Light Lunch and networking</td>
<td>60 min</td>
</tr>
</tbody>
</table>
Role of the moderator during the LLL-AGORA

The organisers need to decide on a moderator/presenter for the overall event who will present the programme and introduce and explain the different sessions and speakers.

The role of this person is also to:

- Keep track of the discussions taking place in the different groups, to make sure every discussion is going well, if not, try to boost the discussion by giving new input;
- Keep track of time;
- Monitor and guide the discussions and try to find an agreement concerning the recommendations.

Workshops

What follows are 3-6 different workshops during which the experts can share their ideas on the three different themes/topics selected by the project partners. Workshops will take place in the afternoon of the first day.

- Three main parallel workshops according to the agreed themes (LLL and territories, Mechanisms and tools to enroll people in their LLL pathway, Recognising and valuing LLL Pathways) focusing on and identifying with the relevant best practices examples;
- The presentation of the workshops (instructions for participants) will be done as the last part of the main plenary session before the lunch break on DAY 1.

The first part of the workshop (14.30-16.00)

- Each workshop (approx. 70 participants) will be sub-divided into two separate groups of approximately 30-35 for each sub-group. Each sub-group will be centered on the presentation of 3 or 4 best practices as case studies. Three or four experts of each group will pitch a relevant best practice example (5 min. each). Then all participants of the group will be asked by the Workshop leaders to flag up their own examples. Key messages and examples are noted down on a flip chart. A rapporteur selected from each group will cover the discussion, take notes and present the key points together with the other rapporteurs.

Second part of the workshop (16.20-17.30)

- At the start of the second workshop the task is to as a group define the essence of the examples explored (moderated by the workshop leader) and how to make these best transferable to and feasible in diverse contexts in Europe. What are the challengers? How could they be overcome? (50 min.)
- During the last 30 min of the workshop the group develops policy recommendations under the moderation of the workshop leader (30 min).

At the end of the workshop

- A rapporteur (a partner or expert), who should follow the discussions and take notes will receive approximately 10 minutes to wrap up the workshop, by providing an overview to the other participants what they will be focusing on in their presentation of the outcomes of the workshop in the morning of the second day.

After the workshop

- The rapporteur from each workshop will provide a brief summary and key policy recommendations to all AGORA participants on DAY 2 (5 min/rapporteur).
Role of Workshop Leader

Overall moderation of the workshop and ensures the workshop is as interactive as possible. Encourages the participation of experts and animates the discussion; involves the presenters of the best practice examples and the audience in the discussion (in the form of a mini panel if appropriate depending on room size and arrangements). Strict time keeping!

Workshop leaders have to make sure each best practice example is pitched during a maximum of 5 minutes. Workshop leaders should also be strict about the time allocated to discussion and the development of policy recommendations during the second part of the workshop.

The workshop leader makes sure the following objectives of the workshop are achieved:

First Part of the Workshop

Pitch of three best practice examples followed by feedback from participants and own examples from different contexts/countries;

- Documentation of feedback/ideas/suggestions/key messages on a flipchart/post-its;

- Ensure an animated discussion engaging as many experts as possible in the room.

Second Part of the Workshop

- Define the essence of the examples explored together with the experts;

- Explore how these examples can be made transferable or why not? What are the challenges and possibilities?

- Develop policy recommendations together with the participants. Make sure these recommendations are adequately documented in collaboration with the Rapporteur.

Role of Workshop Rapporteur

- To closely monitor the presentations and discussions which take place during the workshop;

- To take notes and synthesise relevant information, we will provide a reporting form to assist you. Please also use this form to do your final reporting and fill in all relevant parts;

- To record the following key elements of the discussion in particular:
  1) Key discussion points connected to the theme and practices, highlighting particularly interesting and innovative aspects or other issues which stand out.
  2) Details related to Transferability and Challenges/Opportunities (context)
  3) Policy Recommendations developed by the group

- To summarise the results of the workshop to the participants in the room during the last 10 min of the workshop;

- To present the results of the workshops taking into account the 3 key points above to the plenary on the morning of Day 2 (5 min) and to engage in a discussion with the audience about the results;

- To submit the summary of results (reporting form) in writing by e-mail to the organisers who will use the results to update the comparative report based on all states of play and the results from the LLL-FORUMS and the LLL-AGORA.
BIBLIOGRAPHY

Articles, Reviews, Literature:


Wenger, E., McDermott, R., Snyder, W.M., Cultivating Communities of Practice, Harvard Business School Press, 2002
# Appendix 1 - Tools for Information Collection

## LLL-HUB
Guidelines for collecting Stories from LLL-Learners

1. **Overview**

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

2. **Background**

<table>
<thead>
<tr>
<th>Personal context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment (professional, social, economic, etc.)</td>
</tr>
<tr>
<td>Links with national issues and frameworks</td>
</tr>
<tr>
<td>Links with European issues and frameworks</td>
</tr>
<tr>
<td>Others (please specify)</td>
</tr>
</tbody>
</table>

3. **Detailed Description**

(Max 60 lines)

4. **Analysis**

<table>
<thead>
<tr>
<th>Innovativeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on the LLL Learner LLL and professional Pathway</td>
</tr>
<tr>
<td>Key success factors</td>
</tr>
<tr>
<td>Sustainability</td>
</tr>
<tr>
<td>What could be appropriated by others? And how?</td>
</tr>
<tr>
<td>What would you do differently if the opportunity happened again (for you or somebody else)</td>
</tr>
</tbody>
</table>

5. **Lessons Learnt**

| Regarding the building of a shared definition of LLL as part of the 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) |
LLL-HUB
Template for Description of Interesting Successful Practices

1. General Description

<table>
<thead>
<tr>
<th>Name/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location/Country/Region</td>
</tr>
<tr>
<td>Short summary (free text), keywords… (Max 10 lines)</td>
</tr>
<tr>
<td>Actors involved (including LLL Learners, facilitators, intermediaries, institutions, decision makers, etc.)</td>
</tr>
<tr>
<td>Time frame (when, how long, was it one shot or multiple, etc.)</td>
</tr>
<tr>
<td>Target Audience</td>
</tr>
<tr>
<td>For which theme is this story relevant (main theme, keywords)?</td>
</tr>
<tr>
<td>Relevant links, websites, etc.</td>
</tr>
</tbody>
</table>

2. Background

| Links with national issues and frameworks |
| Links with European issues and frameworks |
| Political and economic dimensions |
| Social dimensions |
| Technical dimensions |
| Environmental dimensions |

3. Detailed Description

(Max 60 lines)

4. Analysis

| Innovativeness |
| Impact on the LLL Learner LLL and professional Pathway |
| 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 qualifying members for the LABS and experts for the Forums? |

5. Lessons Learnt

| Regarding the building of a shared definition of LLL as part of the 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) |
### LLL-HUB

**Template for Survey and Interviews**

<table>
<thead>
<tr>
<th>Name (individual or organisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector of activity</td>
</tr>
<tr>
<td>Country</td>
</tr>
</tbody>
</table>

#### 1. About lifelong learning

<table>
<thead>
<tr>
<th>What do you understand by lifelong learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you consider your organisation as a lifelong learning organisation? Why?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What do you know about EU cooperation in education and training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel EU institutions take your interests into account?</td>
</tr>
<tr>
<td>Would you like to get more involved in EU debates?</td>
</tr>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Are you following national policy debates in the field of lifelong learning/education and training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you consider that lifelong learning is a priority in your country?</td>
</tr>
<tr>
<td>Should lifelong learning be a priority in your country?</td>
</tr>
<tr>
<td>Are you/is your organisation consulted by public authorities when it comes to national policies in education and training?</td>
</tr>
<tr>
<td>Would your organisation wish to get more involved in the definition of public policies?</td>
</tr>
<tr>
<td>According to you, do public authorities consider participation and consultation of your organisations/your participation as important?</td>
</tr>
<tr>
<td>According to you, what are the main challenges/barriers to improving the dialogue between actors in the field and public authorities?</td>
</tr>
</tbody>
</table>

#### 4. Transversal/transectorial cooperation

<table>
<thead>
<tr>
<th>Do you cooperate with other organisations/institutions in your own sector and or with other education and training sectors/actors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, with whom?</td>
</tr>
</tbody>
</table>
Appendix 2 - Tools for Evaluation

Evaluation of LLL-LABS

Instruments and activities to evaluate the added value of LLL-LABS

The evaluation takes place all along the life cycle of the LABS, during their first implementation, their continuous rollout during the project and after the end of project.

We remind all partners that in a participative and appreciative evaluation process, the main criteria of evaluation are the appreciations (judgements) given by the actors themselves (partners, participants, experts, users, etc.). These appreciations are obtained through different instruments such as questionnaires, interviews and participatory observations.

An appreciation form summarises the main elements of the evaluation process for each LAB. An appreciation report is issued quarterly to report upon the current state of the added value created by the LABS.

Appreciation form

The appreciation form includes:

- A description of the local context of the LAB and the main actors involved;
- A description of the concrete objectives of the LABS at local level and regarding the completion of the project objectives and achievements first, then of the functioning of the LLL-HUB structure on the basis of a continuous functioning;
- A description of the actors involved, their roles, how they were “recruited” and why;
- A description of the specific activities of the LAB;
- A description of how the LAB on the one hand interacts with its environment, and on the other hand with the rest of the LLL-HUB structure;
- An action plan which presents the organisation of evaluation activities (schedule, actors,…); this action plan is kept updated by the partner.

Questionnaires and Interviews

Questionnaires enable to appreciate the satisfaction level of participants regarding an event and when there is a great number of participants. Otherwise, it is more interesting to conduct interviews with mainly open-ended questions. Interviews might be self-administered, or administered by a project partner. Open-ended questions require a little more effort from the interviewees, but the information is much richer. Here are some suggestions for the kind of questions that could be included in an interview for appreciating the added value of the Lab.

General vision of the interviewee regarding the programme or project

Appreciation of the activities:

- What role does the person take in the ongoing process?
- In which activities does she/he participate?
- What does she/he appreciate more specifically?
- What is the most successful aspect in her/his opinion? The most positive?
- What is the most surprising aspect for her/him? (things that he/she did not expect)
- What should be improved?
Appreciation of the contribution to the objectives
To what extent are the programme or project activities aligned with the objectives?

► What is really positive?
► What should be changed?
► What is the right way forward?
► What is her/his role, how does she/he appreciate it and what does she/he intend to do in the near future?

Appreciation of the contribution to the added value
► What is the main impact so far in her/his opinion?
► What is most successful?
► What should be improved in order to enhance the level of impact?
► What is the main added value in her/his opinion?
► How can the added value of the programme or project be enhanced and diversified?
► What is his/her specific contribution? How does she/he intend to go further?

Appreciation of the sustainability of action and of the created value
► What is really interesting so far?
► Where do the main changes and improvements take place?
► How can they be sustained and improved?

Participatory observations
A participatory observation happens when somebody in charge of evaluation participates in an activity in order to observe what is happening: the activity itself, but also the level of participation, the attitude and behaviour of participants, the quality of animation, the outputs, etc. It is important to clearly specify the objectives of the participatory observation (what, why, how). It is important to write an account after the observation and also to give a feedback to the project participants from the evaluation point of view.

Document reading and output appreciation
The persons in charge of the evaluation of the LABS may also perform some document reading and/or output appreciation (quality, efficiency, ability to target the audience, etc.).

Action Plan
The action plan presents the organisation of the evaluation and its unrolling during the project: number of questionnaires and interviews, number of participatory evaluations, number and nature of documents evaluated, schedule of all the evaluation activities, etc. This action plan must be elaborated in cooperation with the main participants. It is a reference document and must be updated regularly to reflect the advancement of activities.

Appreciation report
The appreciation report aims at
► giving an updated view of what is happening in the field and how participants appreciate it;
► evidencing what is going particularly well, which actions are successful, and why, and how to continuously improve the functioning, added value and impact of the LAB;
► giving insights on how to improve what is going less well;
► suggesting recommendations for a more efficient functioning of the LAB;
► providing information about how to disseminate and valorise the LAB activities and outputs, and thus to create more added value.
An appreciation report should be issued regularly (e.g. every year).

Table of content of the appreciation report: Reporting on evaluation to participants
The reporting on evaluation takes mainly the form of the Evaluation Report.

Introduction: Rationale for an Evaluation Report and main principles

Description of the LAB (actors, activities, functioning, action plan, events, etc.)

Description of the evaluation process (Organisation, scheduling, evaluation activities, instruments)

Evaluation outcomes

Recommendations

Appendices (accounts of the interviews, questionnaires and presentation of answers, other elements if necessary)

Evaluation outputs

The concrete evaluation outputs include:

► all the information gathered through interviews and questionnaire (with the required anonymity of the sources);
► the presentations made to the participants;
► the appreciation form;
► the evaluation report(s).

Nevertheless, it might be important to keep participants updated about how things are going, for example by reporting on the results of large questionnaires, or after a participatory observation. It is a powerful tool to ensure that the LAB is functioning well, is fulfilling its objectives, is satisfying the participants, and is creating value for the territory and the actors on the territory. Participants are reminded that this kind of evaluation is aiming at giving a continuous momentum of progress (not a “grade” to sanction a punctual assessment). Thus, participants should be aware of how everybody is appreciating what is taking place, at least each time there is interesting information to be shared.
**Evaluation of LLL-FORUMS**

**Questionnaire for experts**

Thank you for filling this form and giving it back to the organisers before leaving.

Meaning of the scales, depending on the questions: 1 “very poor” … to 5 “excellent” or 1 “totally disagree” … to 5 “totally agree”

1. **Organisation of the FORUM**

<table>
<thead>
<tr>
<th>Location of Venue</th>
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<td>Agenda and structure of conference</td>
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<tr>
<td>Organisation of exchanges and debates</td>
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</table>

Thank you for specifying, to your opinion:

What was the most successful:

What could have been improved:

Comments

2. **Content of the FORUM and interest in the issues of LLL policy and practices**

| I think that the desk research is valuable and represents an interesting view of the national state of play. If not, please specify what you think is missing: | 1 | 2 | 3 | 4 | 5 |
| I think that the FORUM enabled us to set a few interesting points about LLL issues |   |   |   |   |   |
| I think that the topics explored provided a good coverage of LLL issues. If not, please specify what is missing: |   |   |   |   |   |
| I found the FORUM rather innovative |   |   |   |   |   |
| Overall, I found the FORUM beneficial for me as a professional |   |   |   |   |   |
| How can I go further? I could envisage the following actions in my region/territory/institution to propagate the outcomes of the FORUM and continue to participate actively in the LLL-HUB project |   |   |   |   |   |
Evaluation of LLL-AGORA

Questionnaire for participants

Thank you for filling this form and giving it back to the organisers before leaving

Meaning of the scales, depending on the questions: 1 “very poor” … to 5 “excellent” or 1 “totally disagree” …to 5 “totally agree”

1. Organisation of the AGORA

<table>
<thead>
<tr>
<th>Location of Venue</th>
<th>1</th>
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<td>Agenda</td>
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<td>Speakers</td>
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<td>Debates</td>
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<tr>
<td>LLL-HUB Award</td>
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</table>

Thank you for specifying, to your opinion:

What was the most successful:

What could have been improved:

Comments

2. Content of the conference, interest regarding the LLL-HUB project issues and the LLL policies in Europe

<table>
<thead>
<tr>
<th>The conference was inspiring and opened new roads in LLL</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<tr>
<td>I now have a better view on some interesting practices regarding the implementation of LLL policies in different European Countries</td>
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<td>I think that the conference has opened innovative roads to enhance the convergence of LLL policies in Europe</td>
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<tr>
<td>Fostering the convergence of LLL policies requires to sustain the LLL-LAB life in each country</td>
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<tr>
<td>I think the conference helped me to better understand LLL-HUB issues, outputs and findings</td>
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<tr>
<td>How to go further? I could envisage the following actions in my country/region/institution to take into account/propagate the outcomes of the LLL-AGORA and of the LLL-HUB project:</td>
<td></td>
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<td>I would like to participate in another project dealing with the same kinds of concerns</td>
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<td>If yes, please give us your e-mail!</td>
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<tr>
<td>Here is what was the most interesting in this conference for me</td>
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<td>Here is what I missed most in this conference</td>
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<tr>
<td>Other comments</td>
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Appendix 3 - LLL-FORUM Reporting Templates

To be filled by the FORUM organiser

Your country:
Your organisation:
Name(s) of the contributor(s) to this report:
E-mail(s) of the contributor(s) to this report:

Introduction

Time frame
Please provide the time frame you followed to implement the experimentation programme.
Were there any deviations from the planned time and activities? If yes, please explain.

• Preparation phase: … until …
• Day invitations were sent: …
• Promotional phase: … until …
• Date of the Forum: …

Schedule of the day
Please provide the schedule of the day of your FORUM, explaining what each session comprised.

List of participants
Please provide the list of participants, including contact information, or just scan the list of participants and add the file here. Also, please provide information about their background, experience etc.

Your experiences
Please provide an answer to the following questions:
How did you get in touch with your experts?

Where did the FORUM take place? Why did you select this location?

Difficulties you might have encountered when organising the FORUM:

Meaning of the scale: 1 “very poor” … to 5 “excellent”

<table>
<thead>
<tr>
<th>Organisation of the FORUM</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Location of Venue</td>
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<td>Agenda and structure of event</td>
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<tr>
<td>Organisation of exchanges and debates</td>
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</tbody>
</table>
What was the most successful session or aspect of your FORUM?

What could be improved? What would you have done differently, looking back at the experience of organising the FORUM?

Meaning of the scale: 1 “very poor” … to 5 “excellent”

<table>
<thead>
<tr>
<th>Content of the FORUM and interest regarding the issues in LLL policy and practices</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I think that the desk research was valuable during the FORUM.</td>
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<tr>
<td>If not, please specify what you think is missing:</td>
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<tr>
<td>I think that the FORUM enabled us to set a few interesting points about LLL issues</td>
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<td>I think that the topics explored provided a good coverage of LLL issues.</td>
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<td>If not, please specify what is missing:</td>
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<tr>
<td>I found the FORUM rather innovative</td>
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<td>I think the FORUM helped to share experiences about the LLL issues in a new way</td>
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<td>I think the FORUM enabled the discussion amongst new valuable professionals</td>
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<tr>
<td>Overall, I found the FORUM beneficial for me as a professional</td>
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<tr>
<td>How to go further?</td>
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<tr>
<td>I could envisage the following actions in my region/territory/institution to propagate the outcomes of the Forum:</td>
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<tr>
<td>Here is what was the most interesting in this FORUM for me (based on the discussions that were held):</td>
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<td>Here is what I missed most in this FORUM (based on the discussions that were held):</td>
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Summary of the questionnaires for participants
Please summarise the results of the questionnaires your experts filled in at the end of the FORUM. Please also keep the hard-copy forms, in case we need them. Feel free to add additional remarks your experts made but were not included in the questionnaire.

Conclusions and recommendations
Please write down a few conclusions and recommendations you may have as the organising partner.

Rate the overall impact of your FORUM on LLL policy in your region/country (1 “very poor” … to 10 “excellent”).

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Explain why you selected this grade:

Photos
If possible, please attach 2-3 photos
Appendix 4 - Check List and Budget Planning

LLL-AGORA
Check list month by month

| 6 months before | • confirm conference location and room specifications  
|                 | • call/write to the key people to make sure they are free  
|                 | • research hotel options  
|                 | • send invitation and call people to be sure  
| 5 months before | • start the preparation of information, registration and promotion of the event  
|                 | • book hotels  
| 4 months before | • open the registration  
|                 | • organise options for a cultural programme  
| 3 months before | • confirmation of programme and speakers  
|                 | • know how to choose the winners of the LLL-Award and invite them  
| 2 months before | • prepare LLL-Award and certificates for participating experts  
|                 | • book catering and reserve restaurants if needed (2 lunches/dinners)  
|                 | • print everything that should be printed (content of participants folder such as programme, participants list, evaluation form etc.)  
| 1 month before  | • confirm all technical details and room set-up with venue  
|                 | • buy the awards for the ceremony  
|                 | • closing of the registration (deadline can be extended)  
|                 | • preparation of participants' badges and registration lists  
|                 | • inform participants about the event and send them joining instructions  

LLL-AGORA
Budget Planning

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost for the hosting organisation</th>
<th>Cost for the participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel costs</td>
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<tr>
<td>participants</td>
<td></td>
<td></td>
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<tr>
<td>Rent of venue</td>
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<tr>
<td>Catering</td>
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<tr>
<td>Extras (performers, etc.)</td>
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<tr>
<td>Materials for the session</td>
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<td>...</td>
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<tr>
<td>TOTAL COST</td>
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Edited by the Lifelong Learning Platform

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Contributors at the VUB:
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- Portuguese Association of People Management (APG), Portugal
- LEIDO - National Thematic Network on Lifelong Learning, The Netherlands
- Cáceres Chamber of Commerce and Industry (COCIC), Spain
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