



Lifelong Learning for All

A Report on Recommendations for a more Inclusive and Accessible LLP and the new Education and Training Programme

Inclusion Network

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1.0 Introduction

This report has been produced by the European Thematic Network 'Inclusion' to provide recommendations on how to support increased participation of people with fewer opportunities in the current Lifelong Learning Programme (LLP) and the next generation of education and training programmes.

The recommendations support changes to the current LLP and future education and training programme to make the programmes more inclusive and accessible. The recommendations aim to:

- **Highlight the importance** of inclusion for education and training;
- **Influence** and shape the LLP and the next generation of education and training programmes reflecting on lessons from the past;
- **Raise awareness** to people with fewer opportunities and project promoters of the benefits of taking part in the programmes;
- **Lobby** policy makers and key stakeholders to encourage further engagement of people with fewer opportunities;
- **Promote** the need to keep inclusion on top of the European Commission's agenda;
- **Inform** strategies in the National Agencies (NAs) and EACEA to be more focused on inclusion;
- **Impact** on practices around inclusion at policy and implementation levels of the programmes.

The recommendations have been compiled in consultation with NAs represented in the 'Inclusion' network, policy makers and stakeholders in the field of education, training and social inclusion, project promoters and beneficiaries of the LLP.

The recommendations are the result of a review of all the documents produced by the 'Inclusion' network as well as an analysis of key external consultations on the LLP and wider EU strategy documents. They are a response to the main findings and challenges to the participation of people with fewer opportunities in the programme.

To implement real change, commitment is necessary at all levels of the programme and the recommendations have been targeted at the following key actors:

- European Commission
- Executive Agency and NAs
- Project promoters

The timing of the recommendations has been brought forward in advance of the original schedule to inform and shape the future education and training programme. The first proposals for the new programme were announced on 24 November 2011 with more details expected in 2012.

2.0 Background

2.1 Inclusion

Inclusion is a European Thematic Network reviewing how people with fewer opportunities are currently participating in the LLP and identifying what more can be done to make the LLP more accessible and inclusive in the future. The network was set up in 2009 and is co-financed by the European Commission and the participating NAs. There are 14 NAs in the network from 13 countries: the Czech Republic, Finland, Germany, Italy, Latvia, The Netherlands, Poland, Portugal, Romania, Slovenia, Sweden, Turkey, and the United Kingdom.

2.2 The journey

The Inclusion network is undertaking a journey over three years, delivering a range of key outputs in three phases, to make the LLP and future generation of programmes a lifelong learning reality for all.

Phase 1 Background research and understanding the current state of play of people participating in the LLP with fewer opportunities

Phase II Gathering solutions and transferable examples of good practice

Phase III Celebrating success and influencing key actors

2.3 Outputs

The 'Inclusion' network has finalised Phase I of the journey and is currently in the process of delivering Phases II and III. The outputs to be produced from the journey are as follows:

Outputs Produced to date (2010 – 2011)	Outputs for 2012
<ul style="list-style-type: none">✓ A national synthesis report covering the partner countries on the current levels of participation of people with fewer opportunities in the LLP✓ A European report on current research and evaluations undertaken in education and training programmes related to people with fewer opportunities✓ A web based inventory of best practice LLP project case studies - continuous until 2012✓ An inventory of key stakeholders in partner countries✓ Dedicated website✓ Dissemination flyers promoting the work of Inclusion✓ Electronic newsletter every six months – continuous until 2012✓ Two seminars for NAs, LLP projects and beneficiaries, Commission representatives and key stakeholders✓ A recommendations' report on how to make the programmes more inclusive and accessible	<ul style="list-style-type: none">• A set of recommendations on what works well in supporting projects with people with fewer opportunities• Major conference and exhibition for NAs, LLP projects and beneficiaries, Commission representatives and key stakeholders• Conference Report and video• Final Project Report

For more information on the Inclusion journey, please visit www.llpinclusion.eu

3.0 Policy Context - making the ambition of lifelong learning for all a reality

3.1 The early years – ambition vs. reality

The first European Community programmes focusing on education, training and youth were launched in the early 1980's¹. The six Community programmes were then merged into two, with the formation of Socrates in 1994, a programme for school education, higher education and adult education, and Leonardo da Vinci in 1995, a programme for vocational training and education.

Social inclusion as a theme was not a strong feature in the first phase of the Socrates programme (1995 – 1999). However, in the second phase of the programme, 2000 – 2006, it was acknowledged that the programme had the capacity to aid an increase in social inclusion. The evaluation of Socrates II noted that it promoted social inclusion and some actions had a focus on equality and accessibility². The Leonardo da Vinci II programme also acknowledged the need to promote social inclusion and adopted the theme of social inclusion as one of its four priorities in the calls for proposals from 2000 – 2002³. However, in the final evaluation of the programme, it was noted that there were just a small number of projects focussed on young people with a disadvantage and evidence from interviews indicated that project coordinators viewed mobility more in the context of transnational labour movements than the context of social inclusion.⁴

During the implementation of the second phase of programmes, the Education and Training work programme 2010 (ET2010) was adopted. The ET2010 operationalised two objectives related to social inclusion which were laid down by the Stockholm European Council:

- facilitating the access of all to the education and training systems
- opening up education and training systems to the wider world⁵

Although the ambition for access to education and training for all was integrated into the ET2010, it did not resonate through the programmes at the time.

Socrates and Leonardo da Vinci II had undoubtedly made some progress towards social inclusion, but in the joint report evaluating the programmes in 2008, it was concluded that overall, “issues of social disadvantage had not been a prominent feature within most of the

¹ The first major Community Programmes in education, training and youth (1986 – 1990) included Comett I and II, Erasmus, Lingua, PETRA, Youth for Europe, Eurotecnec, FORCE and Tempus (2013-2020, LLP and Beyond, Ecorys, 2011, page 5)

² Inclusion in education and training, 2010, page 11

³ Priority 3 – Social inclusion: Encouraging equal access to training and to guidance for disadvantaged persons in the labour market, and the fight against discrimination. (European Report, Inclusion, 2010, page 5)

⁴ Inclusion in education and training, 2010, page 14

⁵ Interim Evaluation of the Lifelong Learning Programme 2007 – 2013, Executive Summary, (page 2)

programmes and actions examined, despite being emphasised as an important horizontal issue.”⁶

3.2 Present day – steps towards reality

It was the launch of the LLP in 2007 that really signalled a new opportunity for the objectives of the ET2010 to be implemented to their full potential and make a real commitment to social inclusion in education and training in Europe.

The Decision establishing the LLP clearly sets out the need to promote social cohesion through the programme and “to contribute to increased participation in lifelong learning by people of all ages including those with special needs and disadvantaged groups regardless of their socio economic background.”⁷

This commitment to social inclusion in the Decision was further supported through the objectives in the new education and training framework (ET2020) adopted in 2009 which aimed to:

- Make lifelong learning and mobility a reality
- Promote equity, social cohesion and active citizenship

In 2010, the EU launched its new 10 year strategy ‘EU2020’ to revive the European economy and set out **three of five key targets relating to social inclusion**:

- The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree
- 20 million less people should be at risk of poverty
- 75% of the population aged 20 – 64 should be employed

The Commission introduced a series of flagship initiatives to achieve these targets and three are specifically linked to education, training and social inclusion:

- Youth on the Move
- An agenda for new skills and jobs
- European platform against poverty

The benefits of achieving lifelong learning for all are again acknowledged by a report produced by the Social Protection Committee⁸ in 2011 which confirms that:

⁶ Joint report on the evaluation of the Socrates II, Leonardo da Vinci and eLearning Programmes-Executive summary-ECOTEC Research & Consulting, January 2008, p. 33

⁷ DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning

⁸ The Social Dimension of the EU 2020 strategy, A report of the Social Protection Committee (2011), Luxembourg: Publications Office of the European Union

- Improving education levels and ensuring access to lifelong learning for the low skilled will help reducing poverty in the medium and long-term;
- Education and training systems are crucial to help break, rather than reinforce, the cycle of disadvantage and to ensure equal opportunities for all.

Furthermore, the Commission recently created a new **Equity and Equal Opportunities Unit** in the Directorate General for Education and Culture which is expected to deliver an important communiqué on equity in education and training in 2012.

Overall, it is clear that there is an appetite for making the ambition of lifelong learning for all a reality and this is demonstrated through the steps taken by the Commission to date.

3.3 The future

On 24 November 2011, the Commission proposed their vision for the next generation of education and training programmes to follow on from the LLP which will officially finish at the end of 2013. Essentially it is proposed that the new education and training programmes, will bring together the currently separate EU and international schemes for education, training, youth and sport, and create three main activities: mobility; co-operation projects; and policy support. Under this broad framework different objectives will be accommodated, including solidarity and equity.

The Commission is proposing an increase of approximately 70% compared to the current seven-year budget, which would allocate €19 billion to the new programme in 2014-2020. Positively, at this stage, the proposed shape of the single new education and training programmes promise a potential for a stronger strategic focus, greater synergies and sharing best practices, simplification of the programme structure with fewer actions and further use of lump sums⁹; changes that are in line with the proposed recommendations for a provision of more inclusive and accessible opportunities. Preparatory work and consultations will continue over the coming months in order to develop the initial proposals further, and the recommendations presented in this paper aim to inform this consultation and development process.

Perhaps most importantly, the new education and training programmes proposal brings about a positive change to the **legal framework of the programme**, committing the Commission and Member States to “ensure particular efforts to facilitate the participation of people with difficulties for educational, social, gender, physical, psychological, geographical, economic and cultural reasons.”¹⁰

This is significant step in the process and represents a unique opportunity to making lifelong learning for all a reality.

⁹ Regulation of the European Parliament and of the Council establishing ‘Erasmus for All’, 2011, page 21

¹⁰ Article 17, Access to the Programme, Chapter VI, Page 21, Regulation of the European Parliament and of the Erasmus for All programme

4.0 Findings

4.1 Introduction

This section of the report outlines the key findings of how supportive and accessible the current LLP is for people with fewer opportunities. The findings have been identified through a review of internal documents produced by the 'Inclusion' network and the wider external consultation and evaluation process of the programme.

4.2 Documents reviewed

Internal 'Inclusion' documents

The Inclusion network has worked collectively since 2010 to produce the following documents evaluating the current state of the LLP through consultation with the NAs, the Commission, policy makers, project promoters, beneficiaries and other relevant stakeholders in the field of education and training.

Title of Report	Date of publication	Description
National Synthesis Report	2010	Report illustrating the current state of play for people with fewer opportunities collated from individual country mapping reports completed by each NA participating in the 'Inclusion' network.
Inclusion Seminar Report, Helsinki	2010	Report providing information on the barriers faced by people with fewer opportunities in accessing the LLP identified by a wide range of event participants.
Inclusion in education and training	2010	A review of reports at European level on inclusion in education and training, outlining the progress from the previous Socrates and Leonardo programmes and the current policies, reports, conferences relevant to education and training in Europe.
Inclusion Seminar Report, Rome	2011	Report providing key recommendations on how to address the challenges and barriers to participation in the LLP faced by people with fewer opportunities and ways to support the dissemination and exploitation process.
Next Steps Strategy	2011	A strategy document reflecting on all the outcomes to date for the work of the Inclusion network and identifying the next steps in the Inclusion journey.

External documents

To validate the work of the Inclusion network, it is necessary to analyse findings related to social inclusion in the wider evaluations and relevant documents produced on the current LLP.

Title of Report	Date of publication	Description
Interim evaluation of the Lifelong Learning Programme 2007-2013 Public Policy and Management Institute (Lithuania)	2011	The main report presents the evaluation findings, conclusions and recommendations for the European Commission concerning the development of a programme for the post-2013 period.
Public Consultation: Preparation of a new programme in the field of education and training post -2013 (GHK Consulting)	2011	This report, commissioned by DG EAC, summarises the results from the public consultation on the future European programme in education and training.
2013 – 2020: Beyond the LLP, The future shape of a European Education Programme post 2013 (Ecorys, UK NA for Leonardo, Grundtvig and Transversal Programmes)	2011	This report reviews developments in the European policy in the fields of education, training and skills, summarising key findings and challenges the new European education programme will face in its implementation. The report summarises recommendations made to tackle these challenges.
Making a difference: Supporting people with fewer opportunities, Grundtvig National Agencies Informal Seminar (Ecorys, UK NA for Leonardo, Grundtvig and Transversal Programmes)	2010	This report documents discussions and recommendations of National Agencies on how the Grundtvig Programme could make a difference for people with fewer opportunities.

4.3 Headline findings

The main headline finding from the analysis of the **internal inclusion documents** and external consultations reveals that the ambition to make lifelong learning for all is not yet reality.

The Interim Evaluation of the LLP recognises the commitment “to combating discrimination and prejudice as well as contributing to social cohesion across the EU.” The report goes on to state

that “equality themes are expected to be mainstreamed into all actions. However, the awareness of the situation of various relevant groups is limited¹¹”.

It is evident through the gathering of best practice examples by the Inclusion network, that there is a great deal of good work being undertaken by the NAs and organisations supporting or working with people with fewer opportunities. However, the main finding of the Inclusion National Synthesis Report is that **“the participation rate of people with fewer opportunities in the LLP is still relatively low.”**

Key headline findings

The participation rate of people with fewer opportunities in the LLP is still relatively low

Inclusion National Synthesis Report, 2010

There is a need to provide further access to the programmes for these groups

Inclusion National Synthesis Report, 2010

More needs to be done to ensure that the programmes and actions are more accessible to individuals with fewer opportunities and the groups that represent them

Grundtvig National Agencies Informal Seminar Report (Ecorys)

The structure and actions of the programme did not sufficiently reflect the priorities related to enhancing the openness and links between the different education sectors as well as accessibility and increased participation in lifelong learning by the disadvantaged groups

Interim Report of the LLP 2007 -2013 (2011)

There is an urgent need to agree a common definition of disadvantaged groups as they are currently interpreted in different ways at European, national and programme levels

Inclusion National Synthesis Report, 2010

Problems with the current effectiveness of the dissemination of outcomes

Public Consultation(GHK Consulting)

Basic terms are understood differently from country to country, therefore it is advisable for the key actors to clarify certain terms and agree on a common understanding. This especially refers to the term “special needs”. These definitions are not only different at the national level, but also on a programme basis.

Inclusion National Synthesis Report, 2010

The headline findings above highlight the need for change to the current LLP and areas to be addressed in the next education and training programmes.

¹¹ Interim evaluation of the Lifelong Learning Programme 2007-2013, Public Policy and Management Institute (Lithuania), 2011, page 10

5.0 Challenges and recommendations

5.1 Introduction

This section of the report identifies the key challenges to participation in the LLP for people with fewer opportunities and outlines recommendations for implementing real change in the current LLP and future education and training programmes.

All the recommendations have been analysed and aligned with recommendations from external evaluations of the LLP in order to provide consistency for the current programme and the future education and training programmes.

The recommendations have been produced in response to the key challenges to making the LLP and the future education and training programmes more accessible.

Importantly, the recommendations are broken down into actions for implementation at three levels to maximise impact and promote change.

5.2 Key Challenges and recommendations

Recommendation 1

Challenge	Recommendation	European Commission	National Agencies/ EACEA	Project Promoters
No inclusion strategy in the LLP.	1. Establish a robust inclusion framework.	<p>1.1.1 Establish an inclusion framework to ensure inclusion in lifelong learning utilising the model currently implemented by the Youth in Action Programme with an Inclusion Strategy, resources and provisions for NAs to deliver the strategy.</p> <p>1.1.2 Introduce an inclusion pledge as an interim measure to bridge gap between current LLP and education and training programmes.</p> <p>1.1.3 Propose guidelines on supporting people with fewer opportunities Ensure joint working across policy areas at EU and national level to provide a coordinated response to inclusion.</p>	<p>1.2.1 Ensure joint working across policy areas at EU and national level to provide a coordinated response to inclusion.</p> <p>1.2.2 NAs to commit to implementing inclusion Strategy taking into account the different needs of the target groups and sign up to Inclusion pledge as Interim Measure.</p> <p>1.2.3 An inclusion officer to be placed in each NA and be responsible for delivering inclusion activities.</p> <p>1.2.4 NAs to act as advocates on the inclusion of people with fewer opportunities.</p> <p>1.2.5 NAs to organise inclusion training for projects.</p>	<p>1.3.1 Project promoters to engage with policy makers and other stakeholders with a view to minimising barriers to inclusion.</p>

			1.2.6 NAs to provide case studies on what works well in supporting projects with people with fewer opportunities.	
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Recommendation 2

Challenge	Recommendations	European Commission	National Agencies/ EACEA
No clear or consistent definition used by the NAs when referring to disadvantaged groups and a lack of common understanding of what 'disadvantaged group', 'disabled' or 'special needs' means in the different countries participating in the LLP.	2. Adopt clear definitions of social inclusion and disadvantaged groups to support common understanding across the programmes' participating countries.	<p>2.1.1 Adopt clear definitions on what is meant by social inclusion in education and training, disadvantaged groups and special needs in order to create a common understanding across the programmes participating countries.</p> <p>2.1.2 'Inclusion' proposes the adoption of the following definitions:</p> <p>2.1.3 Inclusion created the following phrase which depicts the importance of Social Inclusion in Education and Training as <i>"An accessible and responsive learning environment, tailored to the needs and true potential of every individual."</i></p> <p>2.1.4 Adopt the term 'people with fewer opportunities' used by the Youth in Action Programme as a more neutral way of referring to disadvantaged groups in future work.</p>	2.2.1 Utilise and promote the definitions adopted by the Commission in all programme documentation and promotional materials.

Recommendation 3

Challenge	Recommendation	European Commission	National Agencies/ EACEA
Lack of joined up working across different policy areas at local, national and EU level.	3. Support and implement improved cooperation amongst the different education, training and other related programmes and funding streams to maximise synergies for the new generation of education and training programmes.	<p>3.1.1 Identify best practices in supporting people with fewer opportunities between the current LLP and other programmes and funding streams such as Youth in Action and ESF.</p> <p>3.1.2 Promote synergies between the current LLP and other programmes and funding streams such as Youth in Action and ESF, in particular, sharing resources, joint up events and pooling expertise, knowledge and contacts.</p> <p>3.1.3 Work across Directorate Generals and policy areas to tackle complex and multiple issues of social inclusion i.e. DG EAC and DG Employment, Social Affairs and Inclusion, DG Justice, DG INFSO, DG SANCO and DG REGIO.</p>	<p>3.2.1 Form synergies with other funding programmes such as Youth in Action and ESF on topics of inclusion.</p> <p>3.2.2 Share best practice and experiences with colleagues from Youth in Action and ESF on topics of inclusion.</p> <p>3.2.3 Improve cooperation and communication between NAs and the Executive Agency.</p>

Recommendation 4

Challenge	Recommendation	European Commission	National Agencies / EACEA
Social inclusion does not feature heavily as a European or National	4. Ensure inclusion is promoted as a European and national priority in the	4.1.1 Inclusion to be considered as a European priority for the current and	4.2.1 More NAs to adopt national priorities on inclusion to prioritise

priority in the programme calls.	current and future programme calls.	<p>future programme calls to support projects focused on people with fewer opportunities. This priority would be reflected through the whole process of promotion, selection and grant award.</p> <p>4.1.2 Encourage more NAs to adopt national priorities on inclusion to prioritise people with fewer opportunities and promote social inclusion.</p>	<p>people with fewer opportunities and promote social inclusion.</p> <p>4.2.2 Awarding of additional points for applications for projects supporting people with fewer opportunities.</p>
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Recommendation 5

Challenge	Recommendation	European Commission	National Agencies/ EACEA
Lack of comparable data available from the NAs on the types and numbers of organisations working with and people with fewer opportunities.	5. Develop a monitoring tool to effectively measure participation in the LLP and the next education and training programmes.	<p>5.1.1 Develop clear and accurate benchmarks and valid monitoring and evaluation mechanisms to assess the participation of people with fewer opportunities in the LLP and the next education and training programmes.</p> <p>5.1.2 Introduce categories for obtaining data according to its feasibility and availability.</p> <p>5.1.3 Adopt a reference list outlining the Different types of people with fewer opportunities to ensure a common understanding across Europe and allow for collation of data in a consistent way. (Please see annex I).</p>	<p>5.2.1 Support the COM to implement monitoring tool to measure the participation of people with fewer opportunities in the LLP and the next education and training programmes.</p> <p>5.2.2 Given the cultural differences that exist between member states, there may be a need to adopt new methods to identify benchmarks and to monitor improvements in participation.</p>

Recommendation 6

Challenge	Recommendation	European Commission	National Agencies/ EACEA
<p>Financial barriers Inadequate financial support and lack of additional funding and incentives for organisations or individual with fewer opportunities to participate in the LLP.</p>	<p>6. Implement tailored financial provisions to support people with fewer opportunities.</p>	<p>6.1.1 Provide additional funding to support projects with people with fewer opportunities and make sure applicants are aware of the additional support.</p> <p>6.1.2 Provide incentives to ensure that the benefits outweigh the difficulties of undertaking mobilities.</p> <p>6.1.3 Ensure the rules regarding accompanying persons on mobilities and allocation of funds are clearly promoted in calls for proposals.</p> <p>6.1.4 Make additional funding available for various aspects of the project including cultural and language preparation as well as dissemination after the lifetime of the project.</p>	<p>6.2.1 Provide clear guidance on the funding available to support people with fewer opportunities, including provisions for accompanying persons in the LLP and the next education and training programmes.</p>

Recommendation 7

Challenge	Recommendation	European Commission	National Agencies/ EACEA
<p>Administrative and structural barriers Complex and bureaucratic administrative process and structure of the Programmes.</p>	<p>7. Simplify the programme structure and create a more simplified and flexible administrative process.</p>	<p>7.1.1 Reduce number of actions in new Erasmus for All programme.</p> <p>7.1.2 Simplify application forms.</p> <p>7.1.3 Decrease bureaucracy in line with the needs of different target groups.</p> <p>7.1.4 Continue and extend lump sum funding.</p> <p>7.1.5 Have a degree of flexibility in the application rules in order to promote opportunities of people with fewer opportunities.</p>	<p>7.2.1 Provide assistance with completing application forms.</p> <p>7.2.2 Provide clearer information on financial and contractual issues on NA websites/ in seminars and in guidance notes.</p> <p>7.2.3 Ensure assessors of applications have a good and appropriate mix of skills and experience of working with people with fewer opportunities. Provide assessors with adequate guidance to ensure a common understanding of the topic.</p> <p>7.2.4 NAs to have adequate staff and resources to advice and support organisations who engage with people with fewer opportunities, particularly potential applicants.</p> <p>7.2.5 Provide ways to help potential applicants go through their ideas before committing time and resources.</p>

Recommendation 8

Challenge	Recommendation	European Commission	National Agencies/ EACEA	Project Promoters
<p>Engaging people with fewer opportunities – lack of promotion of the benefits of taking part in the LLP to people with fewer opportunities, raising awareness of the funding opportunities available, disseminating positive project examples and tackling attitudes and prejudices.</p>	<p>8. Better engage with and understand the needs of people with fewer opportunities.</p>	<p>8.1.1 Collate information on the benefits of the LLP for people with fewer opportunities and the benefits of having their participation in the programme and publicise widely.</p> <p>8.1.2 Celebrate success stories of projects engaging with people with fewer opportunities to increase visibility.</p> <p>8.1.3 Introduce an assessment criterion in the assessment forms for the different actions to confirm the level of commitment to engaging beneficiaries with fewer opportunities – eliminate tick box exercise.</p> <p>8.1.4 Develop an accessible online social media platform for dissemination including a project and a beneficiary</p>	<p>8.2.1 Develop a communication strategy for targeting people with fewer opportunities.</p> <p>8.2.2 Provide information and materials in clear and accessible formats.</p> <p>8.2.3 Celebrate success stories of projects engaging with people with fewer opportunities to increase visibility.</p> <p>8.2.4 Use case studies and testimonies from beneficiaries as this peer marketing is the most powerful way to persuade others to get involved.</p> <p>8.2.5 NA websites to have simple, accessible, clear and concise information and use plain language and international accessibility</p>	<p>8.3.1 Projects should celebrate their achievements in order to address attitudes barriers in peer communities.</p> <p>8.3.2 Develop positive attitudes in communities and families in order to promote inclusion e.g. by employing a cultural mediator, a beneficiary who has taken part in an LLP Project and a representative of a trusted association who could build bridges with communities in order to improve participation.</p> <p>8.3.3 Ensure target groups are involved in all stages of the project, prioritising those individuals who would benefit most from the opportunity.</p> <p>8.3.4 Provision in the management of the project to ensure the beneficiaries are engaged throughout the</p>

		<p>platform.</p> <p>8.1.5 Develop a dedicated website with guidance and practical resources on inclusion.</p> <p>8.1.6 A survival kit on inclusion should be developed for all projects dealing with inclusion especially with regards to involving learners from disadvantaged backgrounds.</p> <p>8.1.7 Provide provision for outreach activities for NAs to engage with people with fewer opportunities.</p>	<p>standards could be considered.</p> <p>8.2.6 Support partner search activities to encourage particular under-represented groups to get involved.</p> <p>8.2.7 Introduce outreach activities including:</p> <ul style="list-style-type: none"> a) active engagement with key organisations and communities in information and dissemination activities through using a community champion b) direct contact with beneficiaries to understand their needs. This could be done through advice and one to one sessions. c) Go where the disadvantaged groups are: organise decentralised meetings, outside the capital cities, and organise relevant thematic meetings, e.g. for organisations working on disability issues or working in the area of basic skills d) To ensure a wider impact and access a 	<p>project.</p>
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			much bigger pool of potential applicants use ambassadors, umbrella organisations and networks to spread the word.	
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Recommendation 9

Challenge	Recommendation	European Commission	National Agencies/ EACEA	Project Promoters
Lack of support and resources for dissemination and exploitation of project results	9. Increased and effective dissemination through provision of adequate support and resources.	<p>9.1.1 Make additional funding available for dissemination after the lifetime of the project.</p> <p>9.1.2 Develop an Inclusion Award at EU Level. Identify suitable award criteria.</p> <p>9.1.3 Promote European thematic dissemination across programmes.</p> <p>9.1.4 Develop a system to measure the impact of projects supporting people with fewer opportunities. Results to be disseminated to policy makers, ensuring that the benefits for people with</p>	<p>9.2.1 Contact seminars and other projects' events such as kick off meetings should include a session on dissemination/ communication/exploitation.</p> <p>9.2.2 Promote national thematic dissemination across programmes.</p> <p>9.2.3 Develop an Inclusion Award at National Level. Identify suitable award criteria.</p> <p>9.2.4 NAs to offer practical support for dissemination activities.</p> <p>9.2.5 NAs to work with</p>	<p>9.3.1 Ensure that dissemination activities are built into the project at development stages.</p> <p>9.3.2 Combine different information and dissemination tools in order to meet the needs of different audiences.</p> <p>9.3.3 Target decision makers with dissemination and awareness raising activities.</p> <p>9.3.4 Maximise dissemination opportunities by combining project results</p> <p>9.3.5 Involve policy makers at local, regional and national</p>

		fewer opportunities are made clear.	Commission to disseminate results on impact of projects working with people with fewer opportunities to policy makers.	levels (depending on the project objectives and its scope) as project partners. 9.3.6 Better connection with policy makers: Communicate, involve and anticipate their needs.
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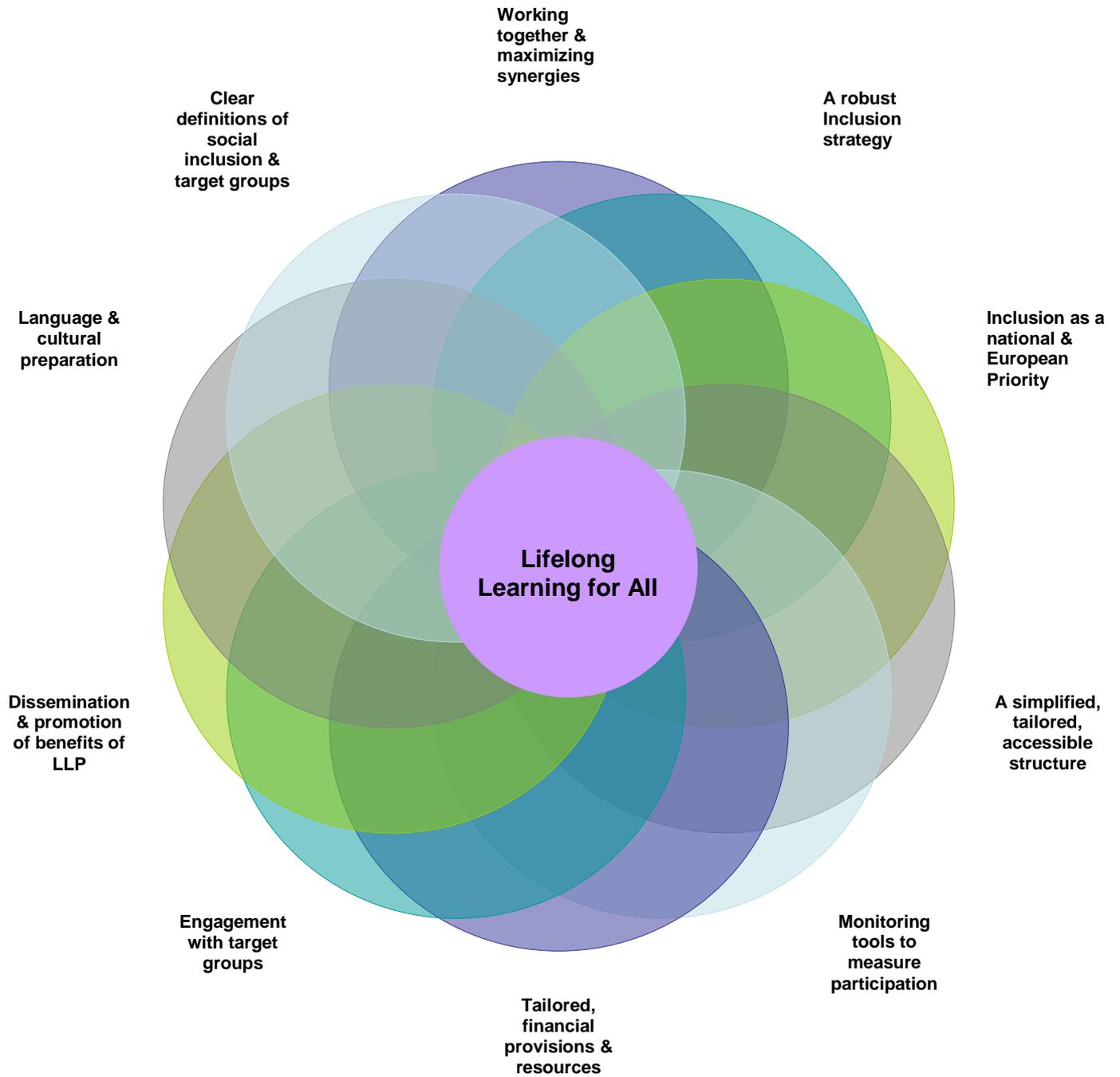
Recommendation 10

Challenge	Recommendation	European Commission	National Agencies/ EACEA	Project Promoters
Language barriers Lack of foreign language skills amongst people with fewer opportunities as well as barriers related to literacy and other basic skills	10. Provide support in preparing people with fewer opportunities for undertaking mobilities, including language and cultural preparation	10.1.1 Create provision for specific funding for projects to offer linguistic and cultural preparation for participants prior to mobility and exchanges.	10.2.1 Support projects to undertake language and cultural preparation for people with fewer opportunities.	10.3.1 Projects to use the common European Framework for language skills to assess level of linguistic ability.

5.3 Summary of Recommendations

10 key recommendations to make lifelong learning a reality for all

Strategy	Establish a robust inclusion framework.
Definition	Adopt clear definitions of social inclusion and disadvantaged groups to support common understanding across the programmes' participating countries.
Cooperation	Support and implement improved cooperation amongst the different education, training and other related programmes and funding streams to maximise synergies for the new generation of education and training programmes.
Policy	Ensure inclusion is promoted as a European and national priority in the current and future programme calls.
Management	Develop a monitoring tool to effectively measure participation in the LLP and next education and training programme.
Budget	Implement tailored financial provisions to support people with fewer opportunities.
Structure	Simplify the programme structure and create a more simplified and flexible administrative process.
Engagement	Better engage with and understand the needs of people with fewer opportunities.
Dissemination	Ensure increased and effective dissemination through provision of adequate support and resources.
Language	Provide support in preparing people with fewer opportunities for undertaking mobilities, including language and cultural preparation.



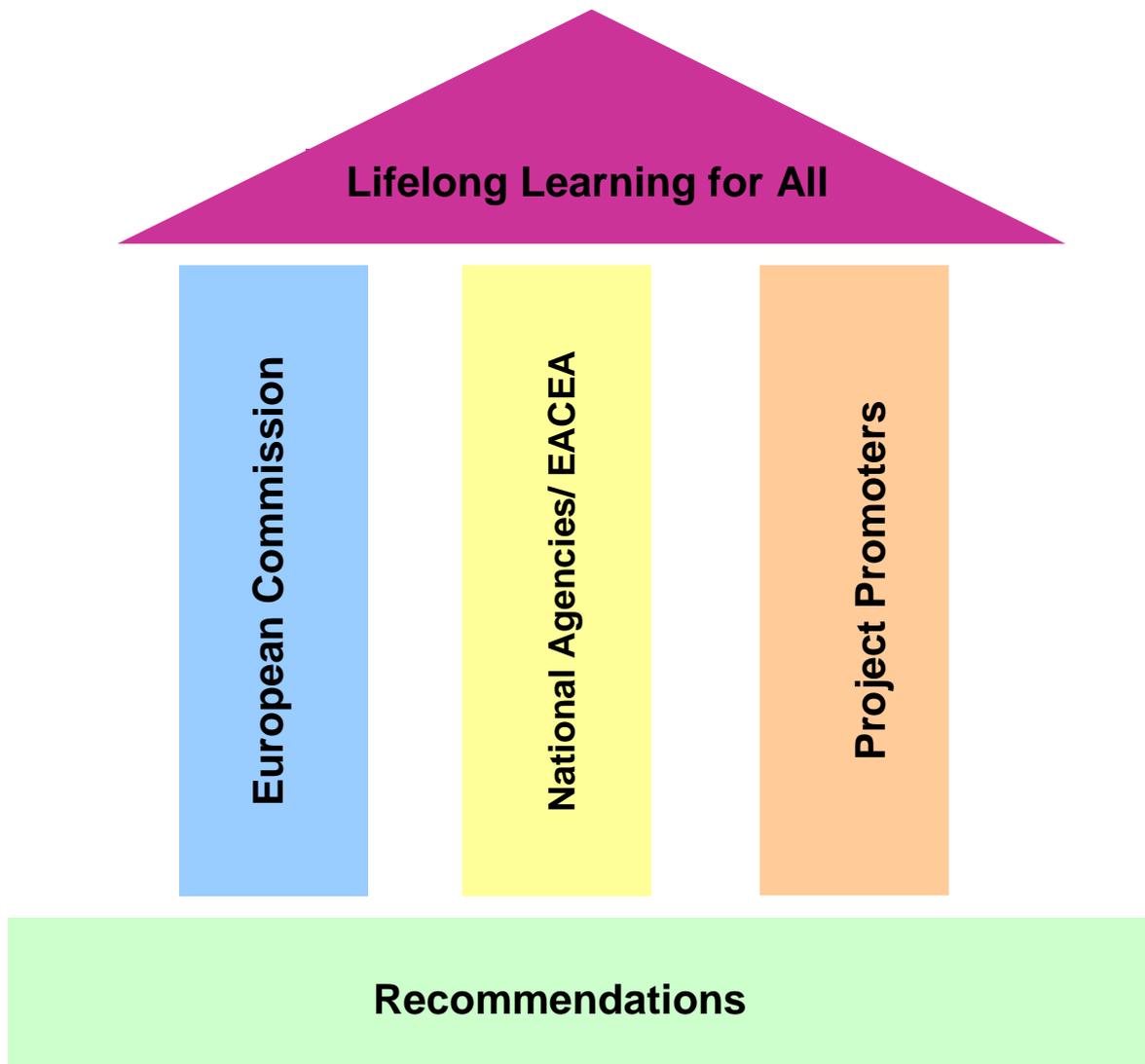
6.0 Conclusion

The key findings presented in this report highlight that despite the commitments made to social inclusion in education and training, the ambition of lifelong learning for all is yet to be fulfilled. It is clear that through the LLP there is a great deal of positive work being undertaken by organisations supporting and working with people with fewer opportunities, as well as a number of excellent practice examples that need to be transferred and built upon.

The recommendations produced by the Inclusion network are a response to the challenges and barriers identified. They are tools to build on the good work carried out to date and to capitalise on the foundations in place in order to support the increased participation in the current LLP and future education and training programmes. They call for the Commission, the Executive Agency, NAs, project promoters and other relevant stakeholders at European and national levels to take responsibility for making a difference and to adopt and implement the recommendations for change.

Together, we can make the current LLP more accessible, and an inclusive education and training programme in the future.

In summary, the diagram below illustrates how the recommendations can be implemented to make lifelong learning a reality for all.



Annex 1 - Reference List

To reference who the Inclusion network is referring to when talking about the different disadvantaged groups, it was agreed that the list collated in the National synthesis report outlining the disadvantaged groups in each of the partner countries should be refined and used as a reference tool.

The refined list below now reflects the different types of people with fewer opportunities in education and training across the partner countries, acknowledging and respecting the differences in language and terminology.

The refined list is as follows:

- **People with physical disabilities**
- **People with mental disabilities**
- **People with learning difficulties/ special educational needs**
- **Immigrants¹²**
- **Refugees**
- **Migrants¹³**
- **Ethnic groups/people with different ethnic origin from majority of population**
- **Roma People**
- **Travellers**
- **Older learners**
- **Prisoners**
- **Ex-offenders**
- **People with poor literacy and numeracy skills**
- **Early school leavers**
- **Children in care/ institutionalized children**
- **People living in rural areas or deprived city areas (inner cities)**
- **Drug-addicts**
- **The homeless**
- **Other/ Groups facing socio-economic disadvantage**

It should be noted that the group 'Roma people' has been added to the list following further discussions amongst partners. It was felt that although Roma were not necessarily highlighted in the partner reports and this might be down to the lack of data available, nevertheless anecdotal evidence suggests that Roma have currently very low levels of participation in the LLP and it is therefore necessary to include them on the list.

¹² Definition of Immigrants: people arriving or returning from abroad to take up residence in a country for a certain period, having previously been resident elsewhere: http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:Migration

¹³ Definition of Migrants: Any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country. <http://www.unesco.org/new/en/social-and-human-sciences/themes/social-transformations/international-migration/glossary/migrant/>