



UNESCO: The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the [United Nations](#) (UN). Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the [rule of law](#), and [human rights](#) along with fundamental [freedom](#) proclaimed in the [UN Charter](#). Education is one of UNESCO's principal fields of activities. The mission of the UNESCO Education Sector is to:

- Provide international leadership to create learning societies with educational opportunities for all populations.
- Provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all.
- Work as an intellectual leader, an honest broker and clearing house for ideas, propelling both countries and the international community to accelerate progress towards these goals.
- Facilitate the development of partnerships and monitors progress; in particular by publishing an annual Global Monitoring Report that tracks the achievements of countries and the international community towards the six "Education for All" goals.

UIL: The UNESCO Institute for Lifelong Learning (UIL) is a non-profit, policy-driven, international research, training, information, documentation and publishing centre of UNESCO. One of six educational institutes of UNESCO, UIL promotes lifelong learning policy and practice with a focus on adult learning and education, especially literacy and non-formal education and alternative learning opportunities for marginalized and disadvantaged groups. Although UIL's main focus is on Africa and the developing countries, the Institute was among the first organisations to examine functional adult literacy in Europe.

OECD: The mission of the Organisation for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. OECD's work is based on continued monitoring of events in member countries as well as outside OECD area, and includes regular projections of short and medium-term economic developments. The OECD Secretariat collects and analyses data, after which committees discuss policy regarding this information, the Council makes decisions, and then governments implement recommendations. OECD publishes regular outlooks, annual overviews and comparative statistics on education, including adult learning.

COUNCIL OF EUROPE: The Council of Europe covers virtually the entire European continent, with its 47 member countries. The primary aim of the Council of Europe is to create a common democratic and legal area throughout the whole of the continent, ensuring respect for its fundamental values: human rights, democracy and the rule of law. The Council of Europe presents an Education programme centred on the overarching principles and priorities of the Council of Europe which draws on a variety of traditional as well as newer mechanisms and working methods in making our vision of education an operational reality. Education for Democratic Citizenship and Human Rights (EDC/HRE) is a set of practices and activities for equipping young people and adults to play an active part in democratic life and exercise their rights and responsibilities in society. Education for democratic citizenship and human rights aims to give

people the knowledge, understanding, skills and attitudes that will help them to play an effective role in their community - be it on the local, national or international level.

DG EAC of the EC: The Commission is divided into several departments and services. The departments are known as Directorates-General (DGs). In the field of education and training the mission of the European Commission is to reinforce and promote lifelong learning. This is done by the DG EAC, the Directorate-General for Education, Culture, multilingualism and youth. DG EAC supervises the Erasmus+ programme and EPAL, European Platform for Adult Learning in Europe.

DG Employment, Social Affairs & Inclusion of the EC: DG EMPL supports employability, free movement of workers and social inclusion. With the Skills and Qualifications Unit now being part of DG EMPL, it has a large impact on adult education policies in the European Union.

CULT COMMITTEE of the EP: Within the Parliament, the Committee is responsible for education, culture, youth, sport and the cultural and educational aspects of the EU's media policy. It plays an equal role with the governments of the Member States in adopting new laws and supervising the EU's programmes in these areas.

The Education, Youth and Culture (EYC) Council: The Education, Youth and Culture (EYC) Council brings together education, culture, youth and communication Ministers around three or four times a year. It usually adopts its decisions by a qualified majority (apart from on cultural affairs, where it acts unanimously) and in codecision with the European Parliament.

EACEA: The Education, Audiovisual and Culture Executive Agency is responsible for the management of certain parts of the EU's programmes in the fields of education, culture and audiovisual (among them the Erasmus+ programme). Fully operational from the 1st of January 2006, the Executive Agency operates under supervision from its three parent Directorates-General of the European Commission: Education and Culture (DG EAC), Communication (DG COMM) and EuropeAid Development and Cooperation (DG DEVCO).

EC ET 2020 working groups: The establishment of the ET2020 (Education and Training 2020) work programme gave mandate for the Commission to establish, together with Member States, Working Groups to work on priority areas and had the aim to create platforms of expertise. The groups use various working methods, such as Peer Learning Activities, seminars, study visits or other relevant activities. A new generation of working groups was launched in 2016. Two working groups are of particular importance to the field of adult education, namely the Working Group on Adult Education: Workplace learning of adults and the Working Group on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (follow up to the Paris declaration). Both groups function under the Open Method of Coordination and consist of experts in the field of workplace learning and citizenship respectively, including civil society representatives.

EPALE: The Electronic Platform for Adult Learning in Europe (EPALE) is an open membership community, to which anyone with a professional role in adult education can contribute. With news, blog posts, resources and events, its aim is to facilitate sharing relevant content, but also create a space for debate through forums and the comment section. It is funded by the European Commission.

EESC: The European Economic and Social Committee (EESC) is a consultative body that gives representatives of Europe's socio-occupational interest groups, and others, a formal platform to express their points of views on EU issues. Its opinions are forwarded to the larger institutions - the Council, the Commission and the European Parliament. It thus has a key role to play in the Union's decision-making process. The Committee has six sections:

1. Agriculture, Rural Development and the Environment (NAT)
2. Economic and Monetary Union and Economic and Social Cohesion (ECO)
3. Employment, Social Affairs and Citizenship (SOC)
4. External Relations (REX)
5. The Single Market, Production and Consumption (INT)
6. Transport, Energy, Infrastructure and the Information Society (TEN)

The **Section for Employment, Social Affairs and Citizenship (SOC)** covers a broad range of topics: employment, working conditions, occupational health, social protection, social security, social inclusion, gender equality, combating discrimination, improving free movement, immigration/integration and asylum, education and training, citizens' rights, and participatory democracy in the EU. The SOC Section's activities cover the work of several European Parliamentary committees and Commission Directorates-General, giving a comprehensive input to the social dimension of the Lisbon agenda.

COR: The Committee of the Regions is the voice of regions and cities in the European Union. It has 350 members - regional and locally elected representatives from the 28 EU countries. The COR has 6 commissions covering competences in the following policy areas based on the EU Treaties:

1. Employment, vocational training, economic and social cohesion, social policy, health.
2. Education and culture.
3. Environment, climate change, energy.
4. Transport and trans-European networks.
5. Civil protection and services of general interests.

The EDUC Commission provides a forum for representatives from local and regional authorities to provide input to other European Institutions and exchange good practices in education, culture, youth and sports.

ETF: The European Training Foundation is an EU agency that helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. The main topics are the following: lifelong learning, equality in education, education and business, employment, skills recognition, school and teacher development; key competences; vet governance.

CEDEFOP: The European Centre for the Development of Vocational Training was founded in 1975 in order to support development of European vocational education and training (VET) policies and contributes to their implementation. Cedefop's strategic objective is to "strengthen European cooperation and support the European Commission, Member States and social partners in designing and implementing policies for an attractive VET that promotes excellence and social inclusion". The strategic objective is supported by three medium-term priorities for 2012-14 (extended until the end of 2016):

- Supporting modernisation of VET systems
- Careers and transitions – Continuing VET, adult and work-based learning
- Analysing skills and competence needs to inform VET provision

CRELL: The Centre for Research on Lifelong Learning was established in 2005 in order to provide expertise in the field of indicator-based evaluation and monitoring of education and training systems and their contribution to the achievement of Community objectives specified in the Lisbon Agenda and more recently in the EU2020 agenda as regards this domain. CRELL combines expertise in the fields of economics, econometrics, education, social sciences and statistics in an interdisciplinary approach to research. CRELL is sponsored by the European Commission Directorate General Education and Culture (DG EAC) and co-ordinated by the Joint Research Centre of the European Commission (DG JRC).

NESET: NESET is a network of Academics across Europe and the rest of the world working on social aspects of education and training. Inaugurated in 2011, NESET builds on the excellent work undertaken by NESSE in the preceding years and advises the European Commission's Directorate General for Education and Culture. Cardiff School of Social Sciences at Cardiff University is responsible for the coordination of the network. NESET's mission is to advise and support the Commission in the analysis of educational policies and reforms, and to consider their implications at national, regional and European level. NESET also contributes to the dissemination of knowledge on social aspects of education and training.

EENEE: The European Expert Network on the Economics of Education is a network of internationally renowned education economists that the Commission has been working with since early 2004. The network advises and supports the Commission in the analysis of education policies and reforms and of their implications for future policy development at national and European level. EENEE complements the work of the social sciences and education network NESSE (now NESET) and of the Centre for Research on Lifelong Learning (CRELL). The network supports policy development activities, such as the preparation of the Commission's influential Communication on 'Efficiency and equity in European education systems'. In addition, EENEE supports peer-learning activities in which policy-makers from several Member States exchange information and share knowledge on good policy practice.

EURYDICE: The Eurydice network consists of: [a coordinating Eurydice unit](#) within the "Education, Audiovisual and Culture Executive Agency" located in Brussels and 42 National Units established by education ministries in all countries taking part in the Erasmus+ programme, the EU education action programme. The mission of the Eurydice Network is to provide responsible for education systems and policies in Europe with European-level analyses and information which will assist them in their decision making. The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 36 countries and by producing studies on issues common to European education systems.

National Agencies: NAs in the EU Member States are responsible for the management of certain decentralised actions implementing the Erasmus+ programme.

National coordinators: In order to support EU countries policy developments in adult education the EU Commission created a network of [national coordinators](#) who have been nominated by EU countries and tasked with promoting adult learning in their countries, specifically the European Agenda for Adult learning.

ICAE: The International Council for Adult Education is a global network of non-governmental organizations, regional, national and sectoral networks in more than 75 countries. ICAE is in formal consultative relations with UNESCO and with consultative status to the United Nations Economic and Social Council (ECOSOC). It is a strategic network that promotes adult learning as a tool for active citizenship and informed participation of people. ICAE's mission is "to promote lifelong learning as a necessary component for people to contribute creatively to their communities and to live in independent and democratic societies. Adult and lifelong learning are deeply linked to social and economic justice; equality of gender relations; the universal right to learn; living in harmony with the environment; respect for human rights; recognition of cultural diversity; peace; and the active involvement of women and men in decisions affecting their lives."

ASPBAE: The Asia South Pacific Association for Basic and Adult Education is a regional association of more than 200 organisations and individuals. It works towards promoting quality education for all and transformative and liberating, life-long adult education and learning. It strives to strengthen an Asia-Pacific movement to support community and people's organizations, national education coalitions, teachers unions, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments.

LLL: The Lifelong Learning Platform, previously known as EUCIS-LLL, gathers 40 European networks working in education and training. Together, these organisations cover all sectors of education and training including networks for secondary and higher education, vocational education and training, adult education and popular education; networks for students, school heads, parents, HRD professionals, teachers and trainers. Through its members, LLLP embodies lifelong learning.

ESBN: The European Basic Skills Network is a non-profit association gathering policy makers and policy providers engaged in basic skills training for adults. It aims at promoting excellence in policy design and policy implementation in a field that has considerable impact on education, employment, social inclusion, the fight against poverty, and sustainable economic growth. The network's members will contribute to better policy and practice for the enhancement of basic skills in the European population by:

- benchmarking national policy and effects
- exchanging examples of promising policy and practice at national or regional level
- creating a common knowledge area through the exchange and distribution of research results
- facilitating cooperation between European stakeholders
- raising awareness about relevant issues
- creating a common pool of resources
- establishing cooperation with relevant stakeholders outside Europe

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

EVTA: EVTA is a European network that supports its members in their respective answers to the challenges of growth, competitiveness and social cohesion in the field of lifelong Learning.

EVBB: The European Association of Vocational Training Institutes (EVBB) is a European umbrella association of independent and non-profit vocational training institutes. Its aim is the qualitative improvement of Vocational Education and Training (VET) in European countries and an intensification of efforts concerning VET at European level.

EUCEN: European Universities Continuing Education Network is the largest European multidisciplinary association in University Lifelong Learning. It is registered in Belgium as an international non-governmental non-profit making organisation and has more than 185 members from 34 different countries. EUCEN aims at contributing to the economic and cultural life of Europe through the promotion and advancement of lifelong learning within higher education institutions in Europe and elsewhere and fostering universities' influence in the development of lifelong learning knowledge and policies throughout Europe.

SOLIDAR: SOLIDAR is a European network of NGOs working to advance social justice in Europe and worldwide. It gathers 60 member organisations based in 27 countries (22 of which are EU countries). The network is brought together by its shared values of solidarity, equality and participation and work on 3 main

pillars: Social Affairs ; International Cooperation and Education. As regards this latter topic, the SOLIDAR network works to bring more attention to non-formal and informal adult education and training (prior learning) and to specific educational provisions for socio-economically vulnerable groups such as working poor, young people, migrants, workers in precarious working conditions and working poor.

ESREA: The European Society for Research on the Education of Adults promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. ESREA is made up of several networks who on a regular basis have meetings at which research around certain themes are being discussed. At the moment, ESREA has seven active networks from most part of Europe, and each active network has a meeting every, or every second year. ESREA publishes the European Journal for Research on the Education and Learning of Adults (RELA): a refereed academic journal creating a forum for the publication of critical research on adult education and learning. It has a particular focus on issues at stake for adult education and learning in Europe, as these emerge in connection with wider international and transnational dynamics and trends. Such a forum is important at a time when local and regional explorations of issues are often difficult to foreground across language barriers.

ELM The European Lifelong Learning Magazine (ELM) is a result of a merger of two online media, the European InfoNEt Adult and the Lifelong Learning in Europe (LLinE). A free online magazine on lifelong learning and adult education, it is the only journalistic medium of adult education with a European scope and with a continent-wide correspondent network. Elm supports the work of the adult education professional by keeping its reader up-to-date on the trends and phenomena of the adult learning world. The media spreads good practices, knowledge about the benefits of lifelong learning and of topical research and adds depth and context into important events and trends. Elm discusses learning in a broad sense, seeing it as a lifelong process comprising of formal, informal and non-formal learning, both vocational and liberal adult education. It is edited by Markus Palmén (Finnish Lifelong Learning Foundation) and Michael Voss (Danish Adult Education Association), with Markus Palmén acting as editor-in-chief.