



FEASIBILITY OF SETTING UP A SUSTAINABLE UNIVERSITY NETWORK OF LIFELONG LEARNING CENTRES

Logic survey results & analysis

August 2016

Implementing the lifelong learning Concept
in Southern Neighbouring Area:

Responding to the changing needs
of dynamic resources



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Logic





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I. Executive summary

LOGIC aims at **establishing a regional network of LLL Centres for good practice exchange, peer to peer learning and dialogue**. From 1st to 15th July 2016, the University of Alicante run a survey aimed at assessing the feasibility of setting up a sustainable university network of Lifelong Learning Centres / Universities formed by the [LOGIC](#) project partners.

The 6 partner universities who took part in the survey are:

- Université Abdelhamid Ibn Badis de Mostaganem (Algeria)
- Université de la Formation Continue (Algeria)
- Université Sidi Mohamed Ben Abdellah (Morocco)
- Mohammed V Souissi University (Morocco)
- Higher Institute of Technology (Tunisia)
- Université de Gabès (Tunisia)

This report presents both the context analysis that was made on the political, socio-economic and institutional relevance of the LOGIC project and the survey results. Based on this, recommendations are made as to the development of a permanent platform of cooperation.

The first part gives an overview of policy developments in the framework of the Euro-Mediterranean cooperation. Higher education is one of its policy priority areas with the aim to build a “**Euro-Mediterranean Higher Education Area**”. A brief policy review shows that the LOGIC project is directly in line with the policy objectives of the Euro-Mediterranean Area in the field of Higher Education. However, if lifelong Learning is touched upon by various initiatives or organisations, it is never the main area of cooperation. Therefore LOGIC represents a strong added value to address the challenges identified in the region. When establishing a permanent cooperation platform, partners should seek support from the various organisations/institutions operating in the area such as the Union for the Mediterranean.

The necessity to better **prepare individuals for new jobs and new skills** is underlying many educational reforms. At the same time, higher education is characterised by massive expansion and wider participation. This section outlines the challenges for higher education institutions in implementing lifelong learning such as being open and prepared to welcome non-traditional publics and to propose a more flexible learning provision. The background research led by the LOGIC partners shows that although progress has been achieved towards these goals, efforts are still needed. The LOGIC project proposes a concrete answer to operationalise lifelong learning within higher education: the **Lifelong Learning Centre** concept. A LLL Centre directs its activities towards a set of initiatives that focus on providing training adapted to the needs of individuals; career guidance is one of its key concepts. LOGIC also supports the setting up of an **observatory** that would link the various relationships that can occur between **training-orientation-employment**.

The report analyses if existing organisations are covering the objectives of the LOGIC network. While some dimensions of lifelong learning are covered, the LLL approach is not carried out as a strategic goal. Instead, most of the cooperation focuses on research. It shows that setting up a **university network focused on lifelong learning** represents a great added value. Indeed, European networks such as EUCEN (University Continuing Education Network) that promote university lifelong learning are not really active in the region. Therefore, even if policy makers are pushing for the social dimension of higher education in the Euro-Mediterranean region, no organisation is dedicated to promote and monitor its implementation.

The second part of the analysis focuses on the concrete implementation of the LOGIC network. The overall aim of the project is to enhance the capacities of higher education institutions in offering lifelong learning courses in line with labour market needs, while promoting at the same time the development of a quality and accreditation framework for LLL.

The survey shows that the initial project **objectives** are equally relevant. Partners support a broad vision encompassing HEI's role in promoting and implementing lifelong learning within their premises and in society at large. The results show that the added value of the LOGIC network is to support the exchange of practices between its members in order to support capacity building, joint thinking and research related to lifelong learning implementation and promotion.

A majority of universities support the idea of having a **Euro-Mediterranean Network** while others would rather favour an International network. Therefore, the new network could be set up as a Euro-Mediterranean network coordinated from one of the HEIs in the partner countries without preventing further regional and international cooperation. **Membership criteria** are proposed to ensure that organisations within the LOGIC membership are committed to the mission, vision and values of the association, and are steadfast in their commitment to lifelong learning. Three categories of members are described: full members, associate members and partners to reflect the need to involve universities willing to implement a LLL Center and socio-economic players.

When it comes to the legal structure, it is clear from the survey results that in order to function, the network should have a **legal entity**. Managing a network, especially an international one, requires a lot effort in terms of coordination. The partners also support the setting up of a **permanent secretariat**. It shall support **four core groups of activities**: capacity and training activities, information sharing and communication, cooperation projects and annual events and seminars to share good practices and identify areas of work in line with the mission of the association. In order to fulfil its objectives, the partners should of course develop **partnerships** with other players and more particularly the higher education institution's administration and the Ministries; but also socio-economic players, civil society and local authorities.

Last but not least, the business model of the future association is tackled. The aim of the network should be to ensure its long-term sustainability by ensuring stable resources. Ideally, the core activities of the association should be supported by the income coming from the members. According to the survey results, the universities would be ready to give an **annual membership fee**. According to the survey, partners are also likely to offer **contributions** in kind by sharing resources with others.

II. Relevance of sustaining the results of the LOGIC project

The LOGIC Project “Implementing the lifelong learning Concept in Southern Neighbouring Area: Responding to the changing needs of dynamic resources” aims at enhancing the capacities of the Higher Education Institutions (HEI) in offering Lifelong Learning (LLL) courses in line with labour market needs, while promoting at the same time the development of a quality and accreditation framework for LLL. LOGIC is funded with the support of the European Commission through the TEMPUS programme.

LOGIC pursues this ambitious goal through the following specific objectives:

- To create LLL Observatories and modernise existing Centres in 6 partner countries HEIs by building capacities to monitor actual needs, and provide appropriate training.
- **To establish a regional network of LLL Centres for good practice exchange, peer to peer learning and dialogue.**
- To undertake a pilot action of LLL courses in each partner country, promote flexible learning tools and provide recommendations for the recognition and accreditation of LLL courses, enabling learners to progress in academic and professional careers.

In this analysis we will focus on the second objective “establish a regional network of LLL Centres for good practice exchange, peer to peer learning and dialogue”. The first step is to understand the added value and relevance – political, socio-economic and institutional – of setting up such a network after the project life cycle especially considering that the LLL Centers will then be functional.

a) Policy relevance

The Euro-Mediterranean cooperation is mainly influenced by the [Barcelona Declaration](#), signed in 1995. The Declaration is a strong commitment for

comprehensive partnerships (both bilateral and regional) in the region to build up peace, stability and socio-economic growth.

In the area of higher education, the Conferences held in Catania in November 2003 and January 2005 have set forth the proposal to create a “**Euro-Mediterranean Higher Education Area**”, laying the basis for a political strategy aimed at coordinating education and training policies of Countries in the Mediterranean basin, so as to offer to the whole area further opportunities of access to knowledge, specifically at higher education level, and more possibilities to study and work in a stimulating multicultural environment.

In 2006, 13 Ministers of the Euro-Mediterranean area adopted the [Catania Declaration](#) and agreed to:

- Reaffirm the role of education as a key factor for **development, social cohesion and prosperity** and to establish a basic framework for a partnership in the fields of mutual interest, so as to step up the achievement of the objectives set forth by the Barcelona Conference to “develop human resources and promote better understanding between cultures”;
- Activate a structured cooperation in order to promote the **comparability and readability of higher education systems** in the Euro-Mediterranean Area, though preserving each country’s individuality;
- Establish common education and training paths based on a system of transferable credits and on easily readable qualifications and exploitable as well by the labour market, by **sharing criteria, evaluation methods and quality assurance schemes** in order to facilitate the mobility of students, researchers and professors; these paths will be implemented also through the use of **new technologies** and of e-learning method;

- Promote **PhD research programmes** with a view to encouraging scientific and technical collaboration and to promote competitiveness in the region;
- Establish **Networks** of interlinked Universities and well known Centres for high quality Education and Research;
- Strengthen a **distance learning system**, by expanding the results attained through the “Med Net’U” project, in order to encourage the widest possible access to education and training in a perspective of lifelong learning;
- Set off initiatives in the field of vocational education and training (**VET**) with the aim of developing vocational expertises and diplomas in higher education

The first Euro-Mediterranean Ministerial Conference on Higher Education and Scientific Research took place in Egypt. The [Cairo Declaration](#) of 18 June 2007 sets an ambitious programme for Euro-Mediterranean cooperation in the area of higher education and research; towards “Creating a Euromed Higher Education Area” notably thanks to the support of the EU Tempus programme.

In 2008 the [Union for the Mediterranean](#) (UfM) was established to reinforce the partnership; Higher Education and Research is one of its priority areas. The Secretariat of the UfM actively works in collaboration with relevant stakeholders on the identification, labelling and promotion of [specific pilot projects and initiatives](#) which contribute to the establishment of a Euro-Mediterranean Higher Education and Research Area.

The UfM runs several initiatives and projects. The Euro-Mediterranean University of Fes (UEMF) for instance was set up as a new regional centre of excellence promoting dialogue, intercultural exchange and cooperation in the fields of higher education, research and innovation. UEMF constitutes one of the UfM flagship projects. It is framed within the UfM cross-sectorial [Mediterranean Initiative for Jobs \(Med4Jobs\)](#) and responds

to the strategic goal of promoting youth employability and inclusive growth in the region.

Another example is the [EMUNI University](#) established in 2008 as an international higher education and research institution in Slovenia. It is also a network of 179 member institutions from 38 countries. EMUNI's activities involve Master and Doctoral study programmes, professional training and summer courses, doctoral research seminars, projects, conferences and issuing different publications. In cooperation with EMUNI, a Centre for Euro-Mediterranean Lifelong Learning ([certriell](#)) was inaugurated in Naples in 2014.

[Tempus](#) supports the efforts of the Partner Countries to modernise their higher education systems and creates opportunities for cooperation among higher education institutions of the EU and the participating countries through joint projects. It also enhances understanding between cultures as it promotes a people-to-people approach and promotes convergence with EU developments in higher education leading to more jobs and growth. LOGIC addresses the Regional Priority for JPs in Southern Neighbouring Area “development of lifelong learning for society at large”, whilst also fostering the Regional Priority “development of partnerships with enterprises”.

Lifelong learning is a key priority of several international institutions such as the European Union, UNESCO and OECD. It has become one of the 17 Sustainable Development Goals of the UN: “[Goal 4](#): Ensure inclusive and quality education for all and promote lifelong learning”.

This very brief policy review clearly shows that the LOGIC project is directly in line with the policy objectives of the Euro-Mediterranean Area in the field of Higher Education. These non-exhaustive references can be referred to when proposing initiatives in the Area. Lifelong Learning is touched upon through various initiatives but never as the main area of cooperation. Therefore LOGIC represents a unique answer to the challenges identified in the region. If the partners intend to set

up a permanent platform of cooperation, support could be sought through the UfM projects/initiatives. Meetings should be organised with representatives of the UfM (Barcelona, Spain) as well as with relevant players such as EMUNI (Portorož, Slovenia) in order to grasp the possible synergies and have better chances of being supported.

b) Socio-economic relevance

In the knowledge society, higher education is both a driver of economic growth and a pole for lifelong learning. Because of technologic innovation, economies require more and more skilled workers. The necessity to better **prepare individuals for new jobs and new skills** is underlying many educational reforms. Together with substantial changes of social, economic, demographic and political structures – obviously not solely in the Mediterranean - higher education institutions are encouraged to adapt to modern needs.

Higher education today is characterised by massive expansion and wider participation. HEIs include an increasing number of **non-traditional students** which have their own constraints and challenges to overcome. HEIs are therefore required to adapt their provision so as to respond to various need. **Student demands** are also changing. Learners increasingly seek courses that enable them to update their knowledge throughout their working lives. Therefore, HEIs have developed their **lifelong learning offer** with various degrees and tools; for example we observe the development of validation schemes, of flexible modules and programmes, of credit systems and of a more competence-oriented and student-centred provision.

Furthermore, the **growing demand of high-qualified workers** is calling for diverse approaches and opportunities in terms of continuing education. Indeed, labour markets change rapidly (i.e. digital and green economies) and so the occupational fields and needs of the companies.

Better linking the **world of education and the labour market** has become a central issue of higher education reforms around the globe.

Correcting the mismatch between the supply and demand for expertise must become one of the top priorities of the educational system. This will require a strong emphasis on skills upgrading in order to prepare individuals for employment transitions as well as the use of new technologies and skills. The necessary precondition, in turn, will be the realization of a flexible, life-long learning culture, where individuals are able to return to education at any point in their careers under conditions similar to the young. “Learning to learn” must become a guiding principle throughout the education system. (Council of Europe, 2010, p.41).

Higher education institutions are therefore called to foster lifelong learning by:

- Being open and prepared to welcome non-traditional publics with the development of new teaching and assessment methods, to set up or develop specific guidance and mentoring services, to prepare teachers and education staff, etc.
- Proposing a more flexible learning provision: diversification of the offer including part time training courses as well as blended and distance learning, etc.
- Being open to non-formal and informal learning: with an increased transparency and recognition of learning outcomes (validation schemes) supported by quality assurance mechanisms.
- Developing partnerships with local authorities, students, employers and other stakeholders to better match the needs of society and of the labour market.

The background research led by the LOGIC partners shows that although progress has been achieved towards these goals, efforts are still needed in order for them to become “lifelong learning universities”.

Main issues identified by the LOGIC Partners:

- Progress in the professionalization of courses (i.e. professional bachelor and master) but the offer remains limited or very limited in the three countries;
- Progress in business/university cooperation in the framework of research programmes but this cooperating remains limited as well;
- Weak offer of continuing education for employees of companies: not enough visibility of the offer, mismatch between the offer and the needs, weak political will to develop special programmes to face the massive spread in access to university and administrative barriers;
- Weakness of the labour market in absorbing young graduates and weakness of the university in encouraging entrepreneurship (capacity to start a business, to take risks).

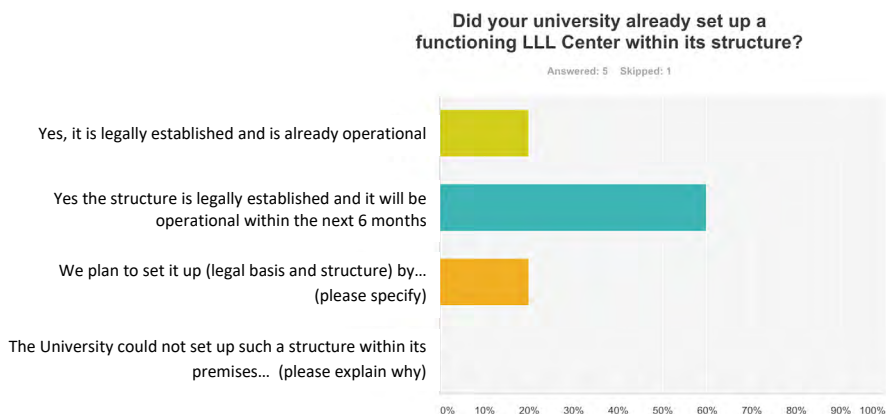
The LLL Centre Concept: operationalising LLL

The LOGIC project addresses in a comprehensive ways those challenges and proposes a concrete answer to operationalise lifelong learning within higher education – the **Lifelong Learning Center** (LLLC) concept. A LLL Centre directs its activities towards a set of initiatives that focus on providing training adapted to the needs of people and the context, serving the purpose of promoting and extending lifelong learning. Today, one of the most important goals of lifelong learning is to consolidate the job of active workers, to train workers who have lost their jobs in other occupations (i.e. discontinued occupations), in addition to support the employability of those who do not have a work experience.

Linking **training** and **employment** implies the accompaniment of a **career guidance** expert to advise the person to discover the personal resources that can be used in the pursuit of their personal and professional project, and to enter the current labour market (local and global). Career guidance is one of the key concepts in the LLL Centres. LOGIC also supports the setting up of an **observatory** that would link the various relationships that can occur between **training-orientation-employment**.

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According to the survey results, progress has been accomplished by most of the universities. In three universities (60% of respondents), the Lifelong Learning Centre is already legally established and will be operational within the next six months while for one university it is already operational (20%) and for the last (20%), the university is still preparing “legal texts, and operating status, development of an e-learning platform and establishing a communication plan”. One university skipped the question.



The LOGIC project represents a concrete answer to the socio-economic challenges highlighted above; it combines complementary elements: LLL training, guidance and bridge with the labour market. Setting up functioning LLL Centres is supported by the Tempus project funding; it is therefore important to think about ways to sustain its results and the cooperation that has been established between the partners once the project ends. Indeed, the knowledge that has been gained by the partners could be further developed in the framework of a permanent exchange platform and disseminated to other universities; positioning them as leaders.

c) Institutional relevance

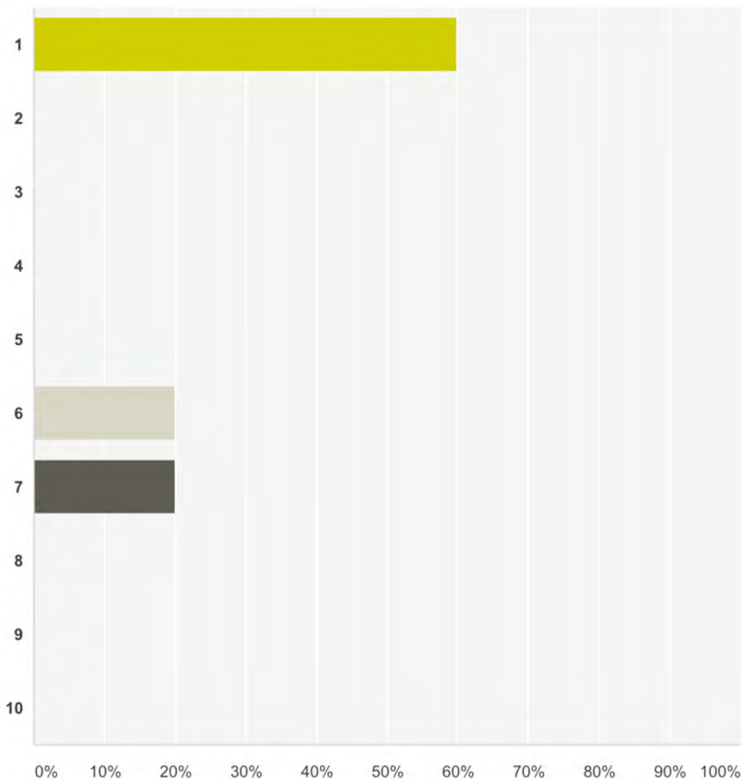
Before setting up such a network, it is important to evaluate if the mission of LOGIC is not already addressed by existing organisations. Based on the analysis of 14 existing organisations/networks and institutions (see annex 1) there seems to be a **great added value of setting up a university network focused on lifelong learning**. Indeed, while some dimensions of lifelong learning are part of the activities of the above mentioned initiatives, the LLL approach is not carried out as a strategic goal. Instead, most of the cooperation focuses on research. European networks such as EUCEN (University Continuing Education Network) that promote university lifelong learning are not really active in the region. Therefore, even if policy makers are pushing for the social dimension of higher education in the Euro-Mediterranean region, no organisation is dedicated to promote and monitor its implementation.

Two TEMPUS projects have been launched to address this gap: [LOGIC](#) and [EUMILL](#). While LOGIC is still ongoing EUMILL has already ended (2013). Both projects are directly dedicated to higher education and lifelong learning and try to structure a collaborative network for the institutions. EUMILL focused on LLL curricula design, implementation, monitoring, evaluation and promotion through piloting curricula. LOGIC built its fundament on similar characteristics although with different institutions and activities. Its added value is the operationalisation of lifelong learning within HEIs by setting up a LLL Centre which could help sustain the results.

When it comes to the partners of the LOGIC project, **maintaining lifelong learning as a strategic priority** is a very high priority for 3 universities and a medium priority for 2 universities.

Do you perceive the need to maintain
lifelong learning as a priority in your
institution in the years to come? (Rate 1-10
; 1 being totally)

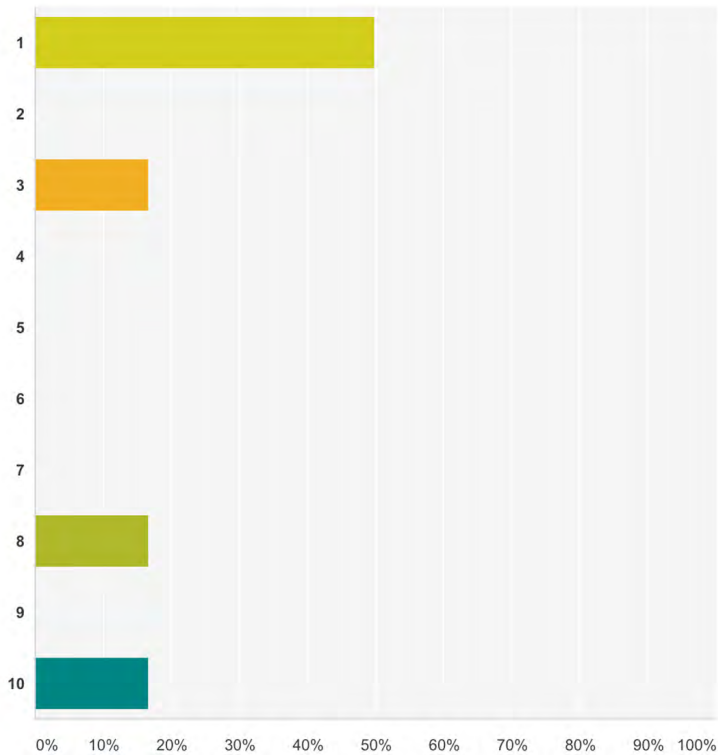
Answered: 5 Skipped: 1



When it comes to sustaining the results of the LOGIC project, partners have **diverging views**. Three universities strongly support this idea (10/10), one supports it (7/10) while the last two universities do not support it (2/10 and 0/10).

How would you rate the relevance of having
a network of LLL Centers to sustain the
results of the LOGIC project? (Rate 1-10 ; 1
being very high)

Answered: 6 Skipped: 0



Those results show that there is an interest in continuing to work on lifelong learning as a priority in the different universities; however a group of universities (2 out of 6) do not see the benefit of sustaining the results into a permanent platform of cooperation. It is important to understand and address this resistance when formalising the network. It is also interesting to see if the universities part of the EUMILL project would be interested to join the network.

The LOGIC project tackles key policy priorities both at national and international level; it has produced interesting results that could potentially be sustained and further disseminated to other institutions after the project life cycle. It appears that no other organisation/network is in charge of promoting university lifelong learning in the Euro-Mediterranean region. Based on the strong interest of the majority of the partners, it is therefore desirable to look into the potential of setting up a permanent platform of cooperation.

III. What would be the future LOGIC network?

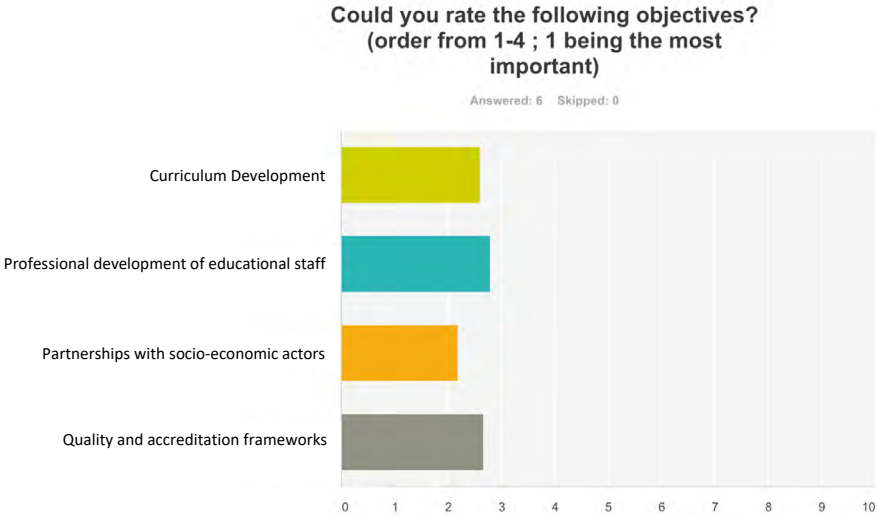
a) Mission of the LOGIC network in promoting university lifelong learning (ULLL)

University lifelong learning (ULLL) is the provision by higher education institutions of learning opportunities to individual learners at every stage of their life. ULLL contributes to the social mission of the universities. Indeed, it contributes to open their doors to untraditional publics by adapting their provision to diverse learners' needs, especially those with lower levels of qualifications. By widening access to higher education for all learners, ULLL contributes to the social, cultural and economic development of the region. ULLL is a sustainable investment that contributes to better match the needs of modern societies and economies. It is supported by strong partnerships with public and private partners.

The overall aim of the LOGIC project is to enhance the capacities of higher education institutions in offering lifelong learning courses in line with labour market needs, while promoting at the same time the development of a quality and accreditation framework for LLL. It is therefore about curriculum development, the professionalisation of educational staff, the development of quality and accreditation frameworks and partnerships with socio-economic actors. The survey shows that the **initial project objectives are equally relevant**.

The professional development of educational staff is the most rated objective (score of 2,8); it is the most important for two universities but only relatively important for three. Quality and accreditation frameworks (2,67), curriculum development (2,60) and partnerships with socio economic actors (2,20) are scaled differently by the universities.

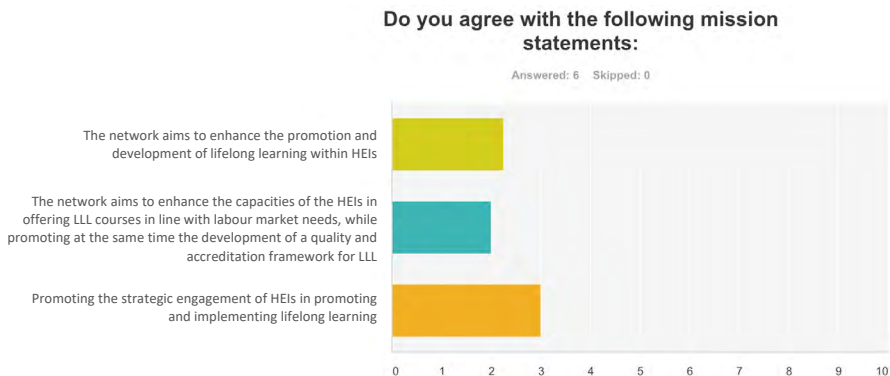
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This description reflects the various dimensions the project aims to address. However, in terms of communication, it is recommended to define a shorter statement. The **mission statement** of an organisation is very important, at the same level as the website or logo in terms of visibility. It is a one-sentence statement describing the reason an organisation exists and is used to help guide decisions about priorities, actions, and responsibilities. A good mission statement is clear, memorable and concise.

Three mission statements were proposed to the partners in the framework of the survey; one being inspired by the mission of the LOGIC project itself. The mission statement that has a higher score is “Promoting the strategic engagement of higher education institutions in promoting and implementing lifelong learning”. This statement represents a broader vision of the LOGIC network as it encompasses HIE’s role in promoting and implementing lifelong learning within their premises and in society at large.

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- The first statement is well supported by three universities (80% support rate), and is supported by another (70%). The overall score is 2,25 based on 4 votes.
- Three universities strongly agree with the second mission statement (100%), which is the one claimed by the current LOGIC project, while one university is more or less supporting it (60%). The overall score is 2 based on 4 votes.
- The third statement is strongly supported by two universities (100% and 90%), well supported by another two (80%) and supported by the last two (70% and 60%). The average score is 3 based on 6 votes.

Based on the mission of the LLL Centres and on the results of this survey regarding the mission statement, the objectives and the scope (as described in the following sections), the mission statement of the LOGIC network could be:

Mission Statement

LOGIC contributes to the social, cultural and economic development of the Euro-Mediterranean Area through the strategic engagement of higher education institutions (HEIs) in promoting and implementing lifelong learning.

LOGIC enhances the capacities of HEIs in offering lifelong learning courses in line with labour market needs, while promoting at the same time the development of a quality and accreditation framework for lifelong learning. HEIs member of the LOGIC network have adopted a lifelong learning strategy and have set up a dedicated LLL Centre within their premises or are in the process of doing so.

The **denomination** of the project “LOGIC” could be re-examined. Indeed in web searches “LOGIC” is difficult to find as it is an adjective while its meaning is not straightforward and does not really support the mission statement. If the partners support the need to change the name of the future organisation, a name could be:

LLL4MED – Euro-Mediterranean University Network for Lifelong Learning

b) Objectives

In order to fulfil its mission, the network can follow more specific objectives. It is important to have clear objectives and to prioritise them in order to define the activities of the organisation.

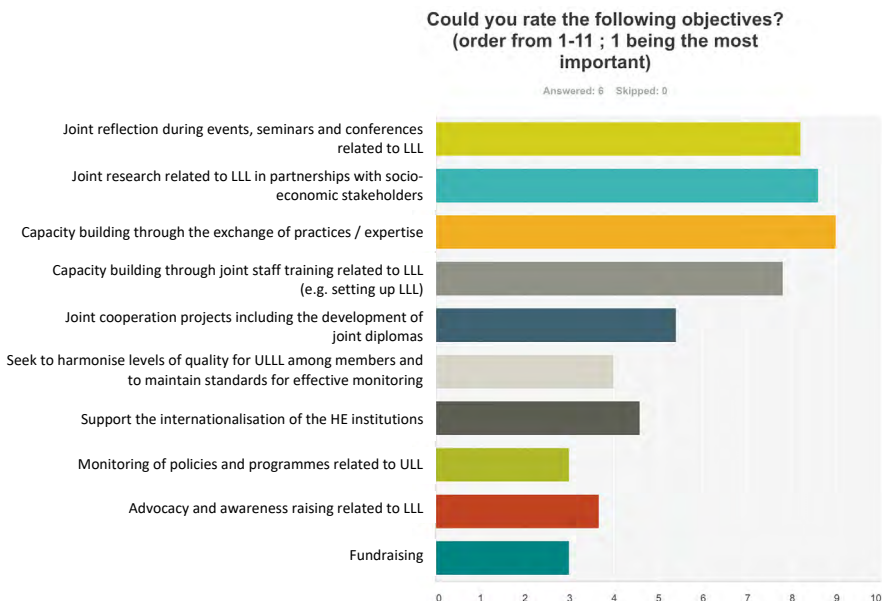
The following objectives are supported by the partners:

- Capacity building through the exchange of practices / expertise (9.00)
- Joint research related to LLL in partnerships with socio-economic stakeholders (8.60)
- Joint reflection during events, seminars and conferences related to LLL (8.20)
- Capacity building through joint staff training related to LLL (e.g. setting up LLLC) (7,80)
- Joint cooperation projects including the development of joint diplomas (5.40)

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The following objectives are lowly rated:

- Support the internationalisation of the HE institutions (4.60)
- Seek to harmonise levels of quality for ULLL among members and to maintain standards for effective monitoring (4.00)
- Advocacy and awareness raising related to LLL (3.67)
- Monitoring of policies and programmes related to ULLL (3.00)
- Fundraising (3.00)



It clearly shows that the added value of the LOGIC network will be to support the exchange of practices between its members in order to support capacity building, joint thinking and research related to lifelong learning implementation and promotion. More integrated approaches such as the development of joint curricula are less supported. Activities related to monitoring policies, advocating for lifelong learning and fundraising are not core objectives but rather operational tasks that come with setting up such a network (see question on activities). It is

important to have a limited number of objectives with clear goals in order to have better chances of sustaining the network and bringing the greatest added value.

c) Geographic scope

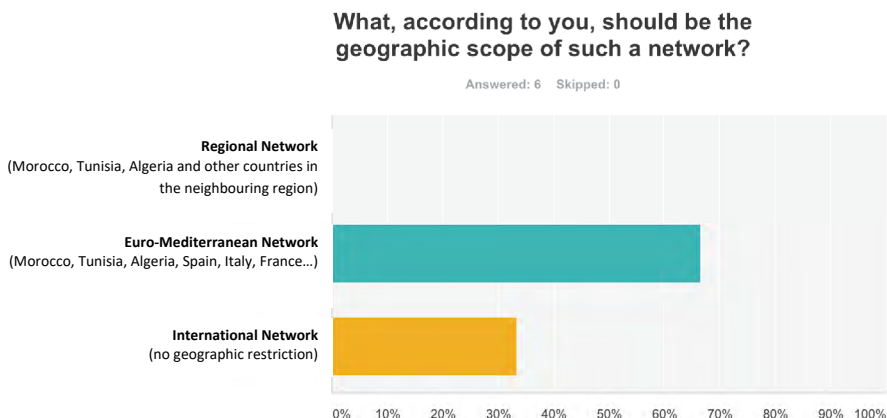
The LOGIC project brings together universities from six countries: Algeria, Austria, France, Morocco, Spain and Tunisia. The aim is to support the implementation of lifelong learning centres in the partner countries: Morocco, Tunisia and Algeria. The initial ambition of the project was to establish a permanent mechanism of cooperation between the newly created LLL Centres, therefore with a regional scope. This is why this survey was addressed to the universities from these countries. It seems however that the mission of this network could be broader.

It is clear from the survey that a majority of universities (4 out of 6) support the idea of having a **Euro-Mediterranean Network**. The added value of the Euro-Med scope is to “allow the exchange of experience and modules in a much more useful way between the LLL centres” and to support a “mutual knowledge about the higher education system” in the various countries, based on common features within the “Euro-Mediterranean Culture”; it also offers “meeting facility”. One respondent explains that the network can start as a Euro-Mediterranean network that could be expanded to an international network if necessary.

The other two universities would rather favour an International network, beyond the Euro-Mediterranean area. One respondent explains that “we wish it to be international because it may include at the same time the regional and Euro-Mediterranean Network and we can expand exchanges and experiences around the world”. The other that “because the learners and other stakeholders may be worldwide, for example, we may give courses in Arabic language and Moroccan Arabic and culture to learners from different countries in partnership with governmental and non-governmental institutions and organisations from other countries”.

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None of the respondents supports the idea of a regional network.



Based on these results, the LOGIC network can be set up as a Euro-Mediterranean network coordinated from one of the HEIs in the partner countries without preventing further regional and international cooperation. All the LOGIC current partners could be involved in discussing the future steps of the network.

d) Membership

The mission of the network is to support higher education institutions in promoting and implementing lifelong learning. They are the natural members of the network. Of course this does not prevent other type of organisations of being associated to the organisation either by creating different categories of members or by proving partnership possibilities.

There are different criteria for membership; the most common ones are legal, geographic and value-based.

Legal criteria

Regarding the legal status, partners will have to clarify what they understand by higher education institution. Applying Universities and other higher education institutions could for instance:

- be public or private not-for-profit;
- be degree-conferring institutions;
- be recognised by a national competent body or its equivalent;
- be at the level of higher education.

The following universities can be considered as the founding members of the organisation:

- Université Abdelhamid Ibn Badis de Mostaganem (Algeria)
- Université de la Formation Continue (Algeria)
- Université Sidi Mohamed Ben Abdellah (Morocco)
- Mohammed V Souissi University (Morocco)
- Higher Institute of Technology (Tunisia)
- Université de Gabès (Tunisia)
- University of Alicante (Spain)
- Universidad Nacional de Educación a Distancia (Spain)
- FH Joanneum (Austria)
- Université de Joseph Fourier Grenoble 1 (France)

The socio-economic partners of the LOGIC project could be associated partners:

- Chamber of Commerce and Industry of Dahra (Algeria)
- Confédération Générale des entreprises Marocaines (Morocco)

Geographic criteria

Regarding the geographic coverage, based on the previous question, full members should be based in the Euro-Mediterranean Area. The Union for the Mediterranean (UfM) brings together the 28 European Union

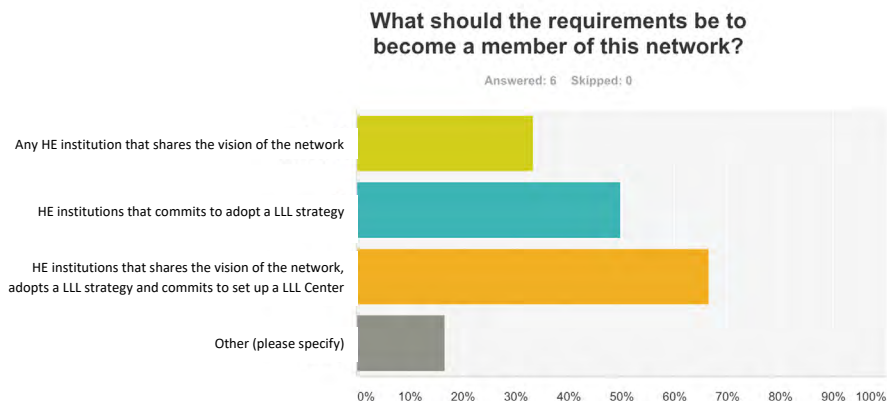
Member States and 15 countries from the Southern and Eastern shores of the Mediterranean.

Universities coming from other regions could become an associated member.

Principles criteria

The survey results show that the partners support strong requirements for being a member of the network. There is a 66,67% support for welcoming “HE institution that shares the vision of the network, adopts a LLL strategy and commits to set up a LLL Centre”. This means that **HEIs have both to support politically the vision and to take action by setting up a LLL Centre and adopting a LLL strategy.**

The political dimension “HE institutions that commits to adopt a LLL strategy” receives 50% support while just sharing the vision is not sufficient with 33,33% support “Any HE institution that shares the vision of the network”. The other (16,67%) statement concerns the possibility of welcoming “other stakeholders from the socio-economic sector which share the vision of the network”.



The following categories and criteria could apply to the LOGIC network: Membership criteria are set to ensure that organisations within the LOGIC membership are committed to the mission, vision and values of the association, and are steadfast in their commitment to lifelong learning, social responsibility, international development, and collaboration with other like-minded institutions.

Full members

LOGIC is open to all HE institution in the Euro-Mediterranean Area that shares the mission, vision and values of the association. HEIs that join the network have or are in the process of developing and implementing a lifelong learning strategy. This strategy shall be supported by the higher bodies of the institution and be implemented thanks to a dedicated body, the so-called the LLL Centre. The HE must be publicly funded and not-for-profit; be a degree-conferring institution and be recognised by a national competent body or its equivalent.

Associate members

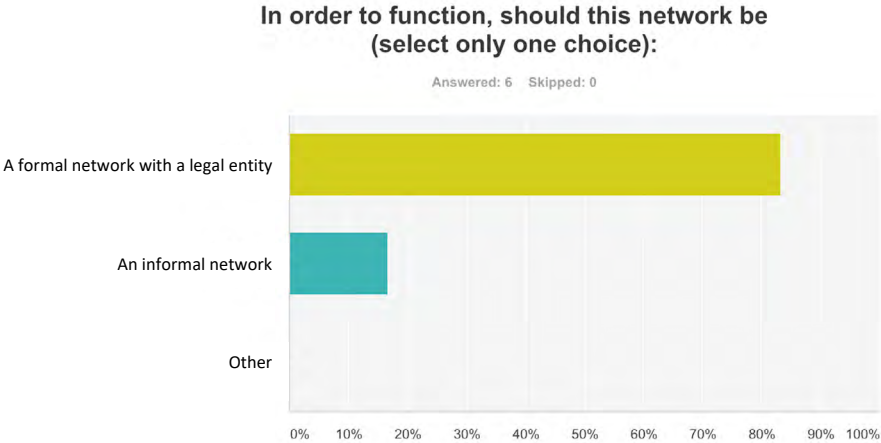
Can be associate members HEs that are not based in the Euro-Mediterranean Area and/or that do not have a lifelong learning strategy in place.

Partners

Can be a partner, a socio-economic actor that shares the mission, vision and values of the association.

e) Legal structure

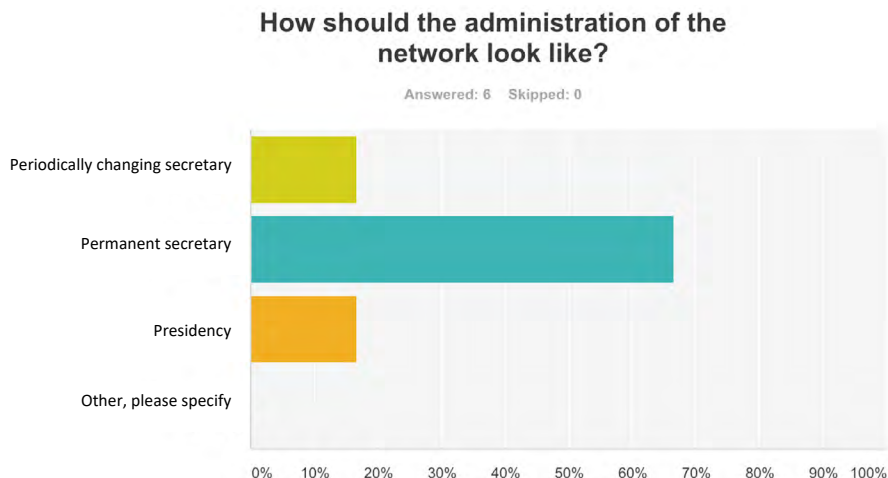
It is clear from the survey results that in order to function, the network should have a legal entity (83,33% representing 5/6 universities) as compared to an informal network (16,67%, representing one university). The question is therefore to decide in which country the network will be based (with consequences in terms of funding and legal constraints)



Based on the outcomes of this report, a constitution could be drafted. The exact content and format will depend on the country in which the organisation will be based. The constitution shall contain the main elements that define the network without going in too many details. Indeed, it is better to develop detailed “internal rules” in order to keep a certain flexibility for adjusting the rules and procedures as the network will develop.

f) Governance

Managing a network, especially an international one, requires a lot effort in terms of coordination. The partners clearly support the need of having a **permanent secretariat** (66.67%) as compared to giving this role to the presidency (16.67%) or to a rotating secretariat (16.67%).



Based on the fact that the network would be legally established with a permanent secretariat, the following bodies could be set up:

Executive Committee

It could be composed of 3 to 6 members representing the HEIs with due regard to geographic representation. It shall include a president (who acts as chair), a vice-president, a treasurer and members. Members should be in capacity to engage their institutions in delivering the decisions taken by the association. It usually meets at least twice a year. The Committee acts on behalf of the General Assembly; it supports the vision and mission of the association, supervises the development and implementation of its work programme and to the permanent secretariat. The Members of the Executive Committee are designated by the General Assembly.

General Assembly

The general assembly is the highest body of the association. It shall comprise full members and associate members, with only full members being entitled to vote. It meets at least once per year. It determines the

overall strategic direction of the association, adopts the work plans and budgets of the association, elects and dismisses the members of the executive committee, etc. Each member organisation shall inform the Secretariat about the main contact point within its institution in order to ensure a regular contact.

Permanent Secretariat

A permanent secretariat shall ensure the management of the work of the association under the responsibility of the President.

Advisory body

An advisory body could be set up in order to bring in the voice of the partners (employers, chambers of commerce, etc.) This body would give advice to the Executive Committee.

g) Activities

Promoting ULLL is broad and covers many possible activities. The scope and level of activities will of course depend on the commitment and capacity (human and financial) of the HEIs member of the network and of the possibility to secure funding in the long-run. They shall of course reflect the mission and objectives given to the association.

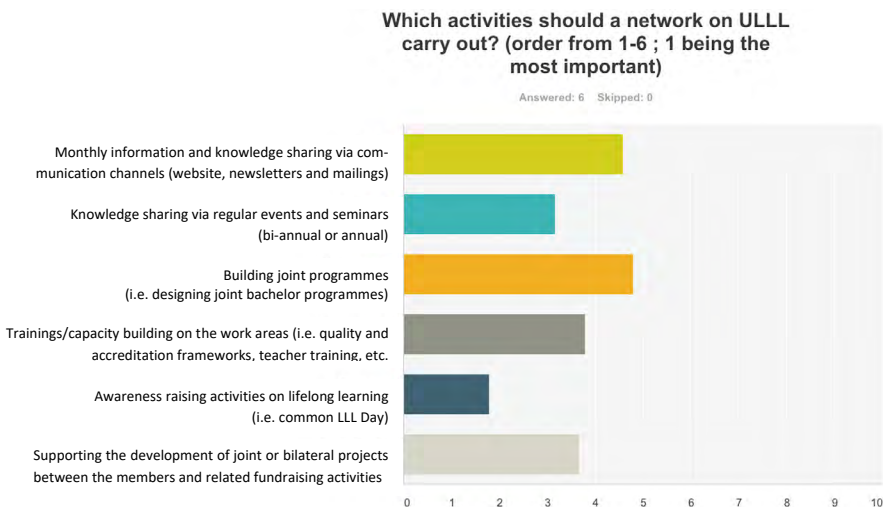
According to partners the following activities are ranked from most relevant to least relevant:

- Building joint programmes (i.e. designing joint bachelor programmes) – 4,8 points
- Monthly information and knowledge sharing via communication channels (website, newsletters and mailings) – 4,6 points
- Trainings/capacity building on the work areas (i.e. quality and accreditation frameworks, teacher training, etc.) – 3,8 points
- Supporting the development of joint or bilateral projects between the members and related fundraising activities – 3,67 points

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- Knowledge sharing via regular events and seminars (bi-annual or annual) – 3,17
- Awareness raising activities on lifelong learning (i.e. common LLL Day) – 1,80

This corresponds to the objectives given to the association (see above) when it comes to capacity building through the exchange of practices/expertise (building joint programmes, staff training, etc.). There is a discrepancy when it comes to the objective of supporting a joint reflection during events (highly rated above) and the fact that this activity is lowly rated. This could be explained because organising annual events is a “classic” activity of an international/regional network whereas the other objectives are clearly linked with the core mission of the LOGIC network.



The network could therefore focus on four core group of activities related to:

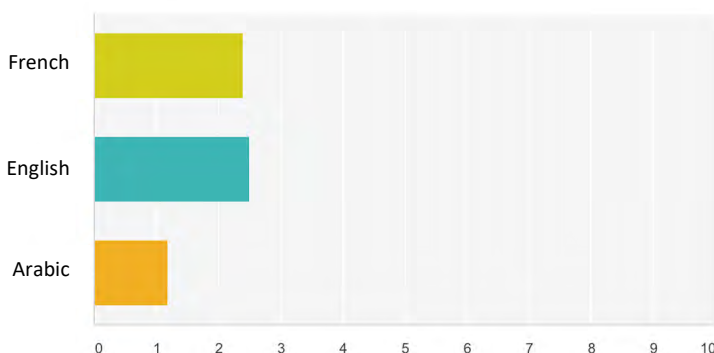
- Capacity building and training: activities aimed to implement the vision and objectives of the association
- Information sharing: common communication tools ensuring information flow between partners
- Cooperation projects: building joint programmes, etc.
- Annual event and seminars: annual event to share good practices and identify future cooperation projects, thematic seminars to tackle topics relevant to the mission of the association

h) Language

The network is comprised of universities working in various languages, the main vehicles being French, English and Arabic. In the survey, English (2,5) comes first followed by French (2,4) and Arabic (1,2).

**Which languages should the Network have
(rate 1-3 ; 1 being the most important if you
had to select only one)?**

Answered: 6 Skipped: 0

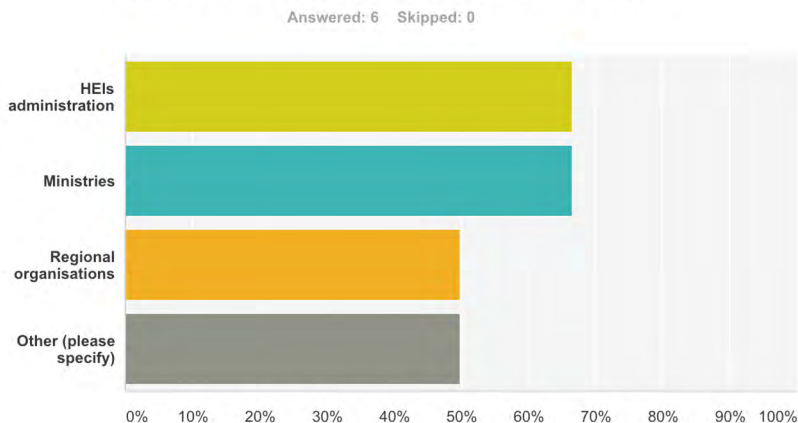


Considering the fact that English is the most rated language, that partners support having a Euro-Mediterranean network and that it is the current working language of the LOGIC project, English could be the main language used when developing the network. This does not prevent the partners from declaring French and Arabic as working languages. For example the project brochures could be translated in various languages.

i) Partners

In order to fulfil its objectives, the network partners will of course develop partnerships with other players and more particularly those that have a direct power over the development of a lifelong learning university network: the higher education institution's administration (66,67%) and the Ministries (66,67%). Are also important regional organisations (50%) and other players (50%) which include according to respondents "local professional organisations", "companies and stockholders" and "stakeholders from the socio-economic sector and the elected local and regional councils and civil society".

Who should be the partners of the network?



When establishing the network it is indeed important to have the support of the HEI administration and of the Ministry and to already establish contacts with regional players including socio-economic ones. This should notably allow the partners to identify potential obstacles (i.e. negative perception of the network because it could create competition over national subsidies, etc.). An initial mapping exercise is highly recommended.

j) Finance

Having a permanent Secretariat and running activities has a cost. The aim of the network should be to ensure its long-term sustainability and find stable resources.

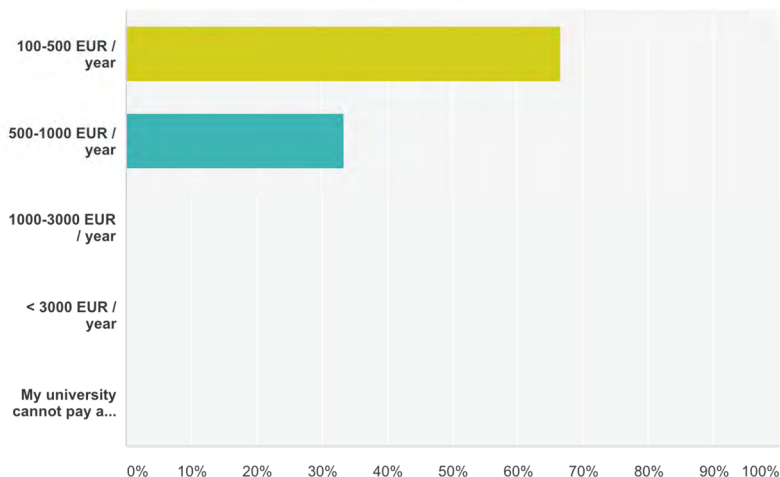
Usually network funding comes from public or private grants and directly from the members. Ideally, the core activities of the association should be supported by the income coming from the membership. According to the survey results, the universities would be ready to give a membership fee of 100-500 EUR/year (66,67%) and of 500-1.000 EUR/year (33,33%).

If the network is set up with 10 founding universities, with a 500 EUR membership fee, its initial capital will therefore be 5.000 EUR which is not enough to pay a full time position but possibly a part time one in order to launch the network. It is important to ensure this person has the capacity to manage a network with competences in project management as well as in diplomatic relations. Of course, the executive committee would have an important steering role to play.

The Secretariat, under the supervision of the executive committee, could explore funding opportunities notably through the UfM. As one respondent suggests “the network should raise funding in partnership with other stakeholders and should largely rely on its members”.

What would be an acceptable membership fee to this network (select 1 choice)?

Answered: 6 Skipped: 0



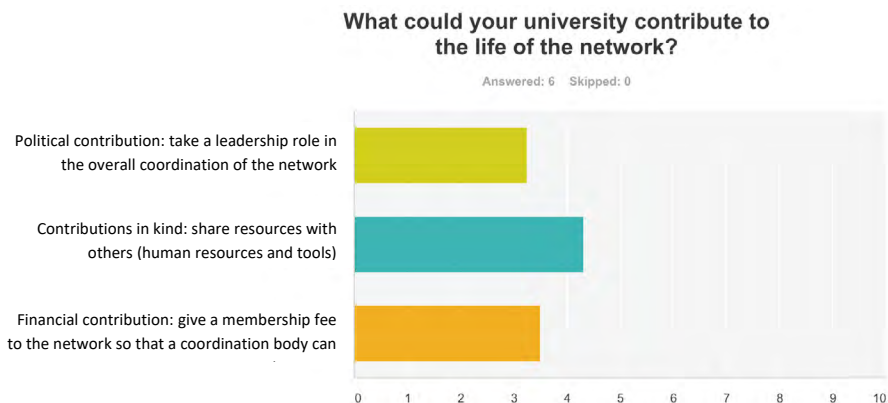
The initial membership fee could be: 750 EUR / year in order to employ a coordinator (working full or part time depending on the region). The Members should explore other sources of funding coming for instance from the UfM in order to establish their permanent Secretariat and core activities.

k) In kind contributions

The active involvement of members of the association is essential for its sustainability. According to the survey, partners are likely to offer contributions in kind by sharing resources with others (4,33).

When it comes to offering a financial contribution, giving a membership fee to the network so that a coordination body can be set up, most of the universities are likely to do it except one (3,50).

If they are generally less likely to play a more political role by taking the leadership in the overall coordination of the network (3,25), one of the respondent is “very likely” to do it which is very important. Indeed, when created a network, it is essential to find a leading organisation that will invest time and energy to start the process and impulse a vision for the network.



Study Visit: Meeting with Stakeholders in Brussels

On the 13-14th of October the LOGIC partners got together in Brussels to meet with stakeholders from European institutions and networks to work together on the further LOGIC Network development. The study visit was divided in 2 days where the participants had an opportunity to discover the work of other networks in very close fields in order to get inspiration to build the strategic plan of their regional network and also meet potential partners. The participants also had a chance to visit the European Parliament.

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IV. ANNEX 1

International and European institutions promoting Europe-Mediterranean cooperation

1) UfM – Union for the Mediterranean

The Union for the Mediterranean comprises the 28 EU member states, the European Commission and 15 Mediterranean countries. The Foreign Affairs Ministers in Marseille decided that the League of Arab States shall participate in all meetings at all levels of the UfM. It is a platform for regional and policy dialogue that gathers regularly. Their 3 thematic crosscutting strategic objectives are: women's socio-economic empowerment, youth employability and inclusive growth and sustainable growth are closely linked to the concept of LLL. It is currently chaired by Jordan and the European Union. Cooperation with UNICA, UNIMED & EMUNI. Secretary in Barcelona, Spain. Governed by Co-Presidency and Senior Officials.

2) EU – European Union

Throughout its projects and funding possibilities via ERASMUS+ (i.e. LOGIC & EUMILL) and its policies, the European Union is a driver of lifelong learning. The conceptual approach is widely spread in publications, recommendations and funding. Since the term was taken by the European Commission to launch several policies that referred to LLL and its components as active citizenship, social inclusion, self-development and improvement of skills and competences. Throughout European Commission funded projects as LOGIC & EUMILL (find these projects in detail below) the European Union becomes a player in the Mediterranean area of HE as well. These cooperation projects focus mainly on LLL strategies as a key element for social cohesion and economic development. Moreover, the European Commission is also part of the Union for the Mediterranean as well as in the Bologna Process.

International and European networks promoting or engaged in Europe-Mediterranean cooperation

3) UNIMED – The Mediterranean Universities Union

UNIMED is a broad network of 83 Universities from 20 countries that aims to develop research and education in the Mediterranean area. To reach the widespread goals UNIMED is carrying out several activities from promotion, support, fundraising, strategic analysis and trainings. What's more UNIMED is partner ('Memorandum of Understanding') of various networks and institutions such as: *Associations of Arab Universities*, *European Investment Bank*, *Union for the Mediterranean*, etc. Presidential governing structure, based in Rome, Italy.

4) AArU – Association of Arab Universities

260 Arabic Universities aim to “preserve its unified culture and civilization, as well as to assist in developing its natural resources” (Sultan Abu Orabi, 2013). 30% of them are private institutions. According to the Secretary General Arab Universities are facing several challenges on a structural basis of funding, strategies, efforts and brain drain. Most HEIs have been established in the last quarter of the 20th century, due to this factotum. Quality Assurance in education and scientific research are the main priorities. AArU is taking part in numerous European funded projects as a coordinating partner. Headquarter of the General Secretariat in Amman, Jordan.

5) UNICA – Network of Universities from Capitals of Europe

UNICA understands itself as a forum provider for its 46 member institutions to reflect latest developments in HE policies. Their professional activities include intensified cooperation in the Mediterranean area in order to promote understanding and capacity building. Secretary in Brussels, Belgium.

6) TETHYS – Euro-Mediterranean Network Universities

TETHYS is a network supported by Aix-Marseille University that currently includes 77 universities across 17 countries. It brings together the main universities of the Maghreb, Mashreq and Southern European countries. This partnership enables actions to be carried out in a large network with the support of national and European programmes. All of this helps to promote an active international cooperation policy on a European level but also on a global level makes the university community perfectly noticeable in the Euro-Mediterranean Area. TETHYS is carrying out the mobility exchange project HERMES in partnership with the Middle East (till 2017).

7) EMUNI University, Portoroz & Euro-Mediterranean University of Fes

The universities are projects in the best sense of linking education and research in order to foster the Mediterranean higher education area. They gather knowledge and particular experiences of the Euro-Mediterranean countries. These institutions are leading actors of transnational cooperation and thus also for implementing innovative strategies as LLL.

8) MEDSPRING - Mediterranean Science, Policy, Research & Innovation Gateway

MEDSPRING is an ongoing project carried out by the Agricultural Institute of Bari, Italy. The principal objectives of MED-SPRING are:

- To develop and support the dialogue between EU - MPCs by bringing together policymakers and stakeholders from each MPC and EU Member states to create a dialogue and action platform to identify common interest in research areas,
- Support capacity building activities and enhance the interaction between different cooperation instruments of the EC to promote actions in order to monitor, develop and contribute to creating synergies among the various S&T cooperation programmes between

MPCs/EU and foster the participation of the MPCs in the Framework Programme.

MEDPSRING launched an online AGORA that allows them to build up a dialogue hub with the civil society through social media.

9) ERANETMED - Euro-Mediterranean co-ownership through innovation and competitive research in the societal challenges

The four year long project (till 2017) aims to reduce the fragmentation of programming the Mediterranean region by coordination and development among national research activities. Including European Member States, associated countries and Mediterranean Partner Countries (MPC). The project is majoritarian on ministerial level.

Further educational cooperation projects in the Mediterranean area

10) The **NET-MED Youth Project** is a three-year project which aims to contribute to the creation of an enabling environment for young women and men to develop their competencies, exercise their rights and meaningfully engage as active citizens, particularly in decision-making relating to political, social, economic, education and cultural policy and planning processes. The networking capacities of youth organisations in the concerned countries will be strengthened, particularly by increasing their interaction with the media and their use of ICT based platforms and by enhancing their economic inclusion and access to the labour market.

11) The Euro-Mediterranean Centre for Educational Research (**EMCER**) is a research centre at the University of Malta that operates as a loose network of associated scholars and academics from across the Euro-Mediterranean region according to the profiles required by the different research projects. It focuses specifically on the challenges that education systems in the Euro-Mediterranean region are facing.

12) MERIC – Mediterranean Recognition Information Centre. The network brings together all the ratifying and signatory states of the Mediterranean Recognition Convention. It aims to promote information exchange in the Mediterranean Region and with the ENIC/NARIC networks, those being developed in the Arab states as well as other existing relevant networks, to promote synergy. Similar to ENIC/NARIC in the EU.

13) Created in 1962, the **CIHEAM** is a Mediterranean intergovernmental organisation which works for improving sustainable agriculture and fisheries, for ensuring food and nutrition security and for developing rural and coastal territories. The organisation gathers 13 Member States from both shores of the Mediterranean and works with several international and regional institutions. 5 bodies of the Organisation based Bari (Italy), Chania (Greece), Montpellier (France), Paris (France) and Zaragoza (Spain).

14) Anna Lindh Foundation is an inter-governmental institution bringing together civil society and citizens across the Mediterranean to build trust and improve mutual understanding. From its very beginning, the Foundation was conceived as a Network of National Networks, established in each of the 43 countries of the of the Union for the Mediterranean and bringing together around 4000 civil society organisations who share the values of the Foundation.

The **EMUNI University** is the only network which uses the term ‘lifelong learning’ in its published documents (self evaluation report, 2015). Their strategy is to foster their ‘integration into the social environment’ (ibid.); this issue has been discussed in one of their conferences. UNICA & UfM can be described as players on the social dimension of higher education at the international level since they have a clear policy on social and civil affairs. Both mission statements are heading towards empowerment of underrepresented groups and the opportunity of equality.

These characteristics can be observed:

- Lifelong learning is not the main priority of any of these initiatives/ organisations
- A common strategy cannot be seen across those initiatives/ organisations
- Action plans may exist but they are not brought up to a network level
- Different governing bodies throughout the networks, varying administration and coordination
- Different participating countries and institutions in all of the networks/projects (sometimes overlapping)
- Diverging policies and interest areas in cooperation

The LOGIC network therefore is in capacity to fill a gap and could work in partnership with the above-mentioned organisations/institutions.

V. ANNEX 2

LOGIC PROJECT MEDITERRANEAN COOPERATION IN LLL & HE SURVEY

I. Welcome section

Dear partners,

The University of Alicante invites you to answer a short survey aimed to assess the feasibility of setting up a sustainable University Network of LLL Centres formed by the LOGIC project partners. To support the further development of this network, we have to understand what are your needs and interests. You have the opportunity to submit your ideas and proposals by the 15 July. The questions are created in a very open way to offer you the most leeway in your replies.

We kindly thank you for contribution!

II. General Questions

1. **Do you perceive the need to maintain lifelong learning as a priority in your institution in the years to come? - Rate 1-10**
2. **Did your university already set up a functioning LLL Centre within its structure?**
 - Yes, it is legally established and it is already operational
 - Yes the structure is legally established and it will be operational within the next 6 months
 - We plan to set it up (legal basis and structure) by... (+ please specify)
 - The University could not set up such a structure within its premises... (+ please specify why)

III. Questions related to the scope and mission of the network

3. **How would you rate the relevance of having a network of LLL Centers to sustain the results of the LOGIC project? Rate 1-10**

4. In order to function, should this network be (select only one choice):

- A formal network with a legal entity
- An informal network
- Other

5. What, according to you, should be the geographic scope of such a network?

- Regional Network (Morocco, Tunisia, Algeria and other countries in the neighbouring region)
- Euro-Mediterranean Network (Morocco, Tunisia, Algeria, Spain, Italy, France...)
- International Network (no geographic restriction)

6. Could you tell us why? (open box)

7. Do you agree with the following mission statements (totally agree – totally disagree 1-10 scale):

- The network aims to enhance the promotion and development of lifelong learning within Higher Education Institutions.
- The network aims to enhance the capacities of the Higher Education Institutions in offering Lifelong Learning courses in line with labour market needs, while promoting at the same time the development of a quality and accreditation framework for lifelong learning.
- Promoting the strategic engagement of higher education institutions in promoting and implementing lifelong learning
- Do you have another suggestion? (+open box)

8. Could you rate the following objectives? (order from 1-11-1 being the most important)

- Joint reflection during events, seminars and conferences related to LLL

- Joint research related to LLL in partnerships with socio-economic stakeholders
- Capacity building through the exchange of practices / expertise
- Capacity building through joint staff training related to LLL (e.g. setting up LLL)
- Joint cooperation projects including the development of joint diplomas
- Seek to harmonise levels of quality for ULLL among members and to maintain standards for effective monitoring
- Support the internationalisation of the HE institutions
- Monitoring of policies and programmes related to ULLL
- Advocacy and awareness raising related to LLL
- Fundraising
- Other (+ specify)

9. Could you rate the following themes of cooperation (1-10)?

- Curriculum development
- Professional development of educational staff
- Partnerships with socio-economic actors
- Quality and accreditation frameworks
- Other: please specify

III. Questions related to the membership and activities of the network

10. What should the requirements be to become a member of this network?

- Any HE institution that shares the vision of the network
- HE institutions that commits to adopt a LLL strategy
- HE institutions that shares the vision of the network, adopts a LLL strategy and commits to set up a LLL Centre
- Other (+ specify)

11. How should the administration of the network look like?

- Periodically changing secretary
- Permanent secretary
- Presidency
- Other

12. Which activities should a network on ULLL carry out? (rate 1-5)

- Monthly information and knowledge sharing via communication channels (website, newsletters and mailings)
- Knowledge sharing via regular events and seminars (bi-annual or annual)
- Building joint programmes (i.e. designing joint bachelor programmes)
- Trainings/capacity building on the work areas (i.e. quality and accreditation frameworks, teacher training, etc.)
- Awareness raising activities on lifelong learning (i.e. common LLL Day)
- Supporting the development of joint or bilateral projects between the members and related fundraising activities
- Other: please specify

13. Who should be the partners of the network?

- HEIs administration
- Ministries
- Regional organisations
- Other: please specify

14. Which languages should the Network have (rate 1-3, 1 being the most important if you had to select only one)?

- French
- English
- Arabic

**15. What could your university contribute to the life of the network?
(very unlikely, unlikely, maybe, likely, very likely)**

- Political contribution: take a leadership role in the overall coordination of the network
- Contributions in kind: share resources with others (human resources and tools)
- Financial contribution: give a membership fee to the network so that a coordination body can be set up

**16. What would be an acceptable membership fee to this network
(select 1 choice)?**

- 100-500 EUR / year
- 500-1000 EUR / year
- 1000-3000 EUR / year
- <3000 EUR / year
- My university cannot pay a membership fee (+ comment box)

17. Any suggestions?





The 6 partner universities of Tempus project LOGIC participated in the survey run by the University of Alicante and aimed at assessing the feasibility of setting up a sustainable university network of Lifelong Learning Centres / Universities and at a better understanding of their needs and interests. This report presents both the context analysis that was made on the political, socio-economic and institutional relevance of the LOGIC project and the survey results.

For more information about Tempus project LOGIC, please visit our website:

www.project-logic.eu



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Responding to the changing needs of dynamic resources"*

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