

Lifelong Learning within the Bologna Process

Stefan Delplace
Secretary General EURASHE
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The background of the slide is a solid blue color. In the lower right quadrant, there are several faint, concentric circles that resemble ripples in water, creating a decorative pattern.

LIFELONG LEARNING WITHIN THE BOLOGNA PROCESS

- Prague Communiqué (2001): “Europe built on knowledge-based society and economy requires lifelong learning strategies to face competitiveness and the use of new technologies, and to improve social cohesion, equal opportunities and quality of life”.
- LLL a cross cutting issue, inherent in all aspects of Bologna: prior learning, flexible student-centred modes of delivery, widening access; national QF

REFERENCES TO LLL IN THE “LONDON COMMUNIQUE”

- Necessity of “increasing the sharing of good practice and work towards a common understanding of the role of higher education in LLL”
- Necessity to develop flexible learning paths and to improve the recognition of prior learning

DEGREE STRUCTURE

- Efforts should concentrate on removing barriers to access and progression between cycles
- Periods of study abroad, prior learning, the recognition of non-formal and informal learning – essential components of the EHEA

REFERENCES TO LLL IN THE “LONDON COMMUNIQUE”

QUALIFICATIONS FRAMEWORK

- Developing modules and study programmes based on learning outcomes and credits
- Improving the recognition of qualifications, as well as of all forms of prior learning

SOCIAL DIMENSION

- Removal of obstacles to learning related to the learners' social and economic background
- It is important to widen participation at all levels, on the basis of equal opportunity

REFERENCES TO LLL IN THE “LONDON COMMUNIQUE”

EMPLOYABILITY

- Enhancing employability on all levels of higher education and in all circumstances during a learner’s career

STOCKTAKING

- LLL is not to be tackled in an isolated way, but fully integrated with the other priority areas in the Bologna Process

EUROPEAN UNIVERSITIES' CHARTER ON LIFELONG LEARNING

- Created following a Sorbonne seminar on LLL (December 2007)
- LLL – currently subject to local, regional and national interpretation
 - The necessity to clarify the European universities' contribution to the LLL agenda

MAIN CHALLENGES

- Reaching out to an increasingly broad range of learners, with different motivations and interests
 - Funding LLL provision that will benefit individuals, employers and society
 - Ensuring continuing opportunities for learners throughout their lives
 - Providing relevant, creative and innovative educational programmes
 - Strengthening partnerships at different levels
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UNIVERSITIES' COMMITMENTS (1)

- Widening access and lifelong learning in their institutional strategies
- Providing education and learning to a diversified student population
- Adapting study programmes in order to respond to learners' needs
- Providing adequate guidance and counselling
- Recognition of prior learning

UNIVERSITIES' COMMITMENTS (2)

- Making targeted learner support services available
- Strengthening the relationship between research, teaching and innovation (from the perspective of lifelong learning)
- Developing a creative LLL environment, open to a more diverse population of learners
- Developing partnerships at local, regional, national and international level
- Acting as role models of LLL institutions

GOVERNMENTS' COMMITMENTS (1)

- Recognising the university contribution to LLL as a major benefit to individuals and society
- Promoting social equity and an inclusive learning society
- Including LLL objectives in the work of national QA agencies
- Supporting the development of guidance and counselling services
- Recognising prior learning

GOVERNMENTS' COMMITMENTS (2)

- Removing legal obstacles that prevent learners from returning to higher education
- Ensuring autonomy and developing incentives for LLL universities
- Encouraging partnerships at regional level
- Informing and encouraging citizens to take advantage of LLL
- Acting as role models of LLL institutions

EURASHE's position on Lifelong Learning

- First policy paper on LLL in the context of the short cycle degree:
- “EURASHE promotes Lifelong Learning in relation to short-cycle educational programmes ... That is, throughout their life, individuals should be able to take, according to their professional and personal needs, short-period courses/programmes, which reflected by ECTS and accumulated through time, would produce first-cycle (primarily) or second-cycle qualifications”. (A.Orphanides – VP, 2006)

EURASHE : picking up the thread where the universities *left it*

- Lifelong learning has for a long time been a *demand* from employers and learners with missed opportunities;
- Lisbon agenda brought a renewed interest from governments & stakeholders
- ‘Bologna post 2010’: diversity (of learners, programmes & providers) is the keyword for meeting the challenges of LLL

EURASHE's role in the discussion

- The only organisation to be able to make the link with VET, thus encompassing the entire EQF
- Brought the ‘intermediate qualification, within the Bachelor’s” in the 3-cycle structure (with its own Dublin descriptor)
- Key issues: new learners, links to labour market, accreditation of prior learning.

How to embark on it?

- Our aim: Convergence of the objectives/wishes of all stakeholders
- A broad response is required, with strategies adapted to needs of learners, demands from the labour market, and education policies of gvts
- However: response should not be 'paying lip service'; each providers to work out operational objectives, depending on the mission of the HEI

This seminar: another step in a long process

- A series of seminars on LLL since 2005: (Amsterdam, Blois, Stuttgart & Prague) aspirations from HEIs, learners, employers
- Survey on 'good practice of LLL in HEIs', with a publication in December(2008 (setting the agenda)
- Bologna seminar A'dam (Dec 08) : recognition of prior learning (Dutch gvt, ESU & EURASHE)
- "LLL" Project covering key number of countries, through national associations (2009)
- Stocktaking of LLL in professional HE (Budapest post-Bologna Convention 2010)

We wish you an
interactive seminar

Thank you and enjoy the work

