



# EURASHE'S LIFE LONG LEARNING POLICY

Lifelong Learning seminar, Bled

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# Presentation outlines

- LLL policy overview
  1. First mentioning (1995)
  2. Bologna declaration (1999)
  3. Lisbon strategy (2000)
  4. Prague Communiqué (2001)
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- EURASHE'S LLL policy
- What we do about LLL: surveys, projects and seminars

## I. Lifelong Learning definiton

- **Lifelong learning**, also known as **LLL**, is the "lifelong, lifewide, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability.
- (COM(2006) 614 final. Brussels, 23.10.2006

## II. First mentioning of LLL

- First mentioned in European policy context 1995
- White paper: „Teaching and Learning, towards a cognitive society.“
- Focus on social benefits that the awareness of the importance of LLL and its development can bring

## III. Bologna declaration

- Bologna declaration – 1999 – no particular reference to LLL
- Focus: on formal aspect of Higher education and its need to reform

Bologna declaration action lines :

- 1. Adoption of a system of easily readable and comparable degrees
- 2. Adoption of a system essentially based on bachelor / master
- 3. Establishment of a system of credits
- 4. Promotion of mobility
- 5. Promotion of European cooperation in quality assurance
- 6. Promotion of the European dimension in higher education

## IV. Lisbon Strategy

- European Council meeting in Lisbon (2000)
- Action and development plan
- to make the EU "the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010".

Main fields: economic, social, environmental renewal and sustainability

- Based on economic concepts:
  - 1) Innovation as the motor for economic change
  - 2) The "learning economy"
  - 3) Social and environmental renewal

## V. Lisbon strategy targets regarding LLL

- MODERNISING THE EUROPEAN SOCIAL MODEL BY INVESTING IN PEOPLE AND BUILDING AN ACTIVE WELFARE STATE =

### ***Education and training for living and working in the knowledge society:***

A European framework should define the new basic skills to be provided through lifelong learning: (IT skills, foreign languages, technological culture, entrepreneurship and social skills)

***More and better jobs for Europe: developing an active employment policy*** : Giving higher priority to lifelong learning as a basic component of the European social model; complementarity between lifelong learning and adaptability through flexible management of working time and job rotation;

### ***Improving the existing processes:***

A special appeal to companies' corporate sense of social responsibility regarding best practices on lifelong learning, work organisation, equal opportunities, social inclusion and sustainable development.

## VI. Lisbon process

- Approach aiming at accompanying more closely economic needs
- From the focus on the citizen to the focus on employability and individual contribution to the growth of the economy
- LLL as a key element of the Lisbon strategy

## VII. Prague Communiqué

- Bologna Ministerial conference 2001
- Main action lines:
  1. Lifelong learning
  2. Higher education institutions and students
  3. Promoting the attractiveness of the European Higher Education Area

Main message: **awareness of the importance of LLL for reaching the aims**

- LLL as an essential element of the EHEA
- LLL as key instrument for the successful implementation of the Bologna process
- LLL strategies as a basis to face the challenges of competitiveness and new technologies in the knowledge based society and economy
- LLL strategies as a way to improve social cohesion, equal opportunities and the quality of life

## VIII. Berlin Communiqué

- Bologna ministerial conference 2003

Main action lines:

European Higher Education Area (EHEA) and European Research Area (ERA)  
= two pillars of the knowledge based society

Main message:

- Vital role of HE in making LLL a reality
- HEI and all concerned are to enhance the possibilities for LLL into and within HE level
- Recognition of prior learning (RPL) - major element of implementation of LLL, integral part of HE activity
- LLL inclusive way to define all learning activity
- Qualifications frameworks should encompass the wide range of flexible learning paths, opportunities and techniques to make appropriate use of ECTS credits.
- For all citizen, in accordance with their aspirations and abilities

Creation of NQF and overarching QF of the EHEA

## IX. Bergen Communiqué part 1

- Bologna ministerial conference 2005

Reference tools adopted:

- Overarching Framework for Qualifications of the European Higher Education Area (Bergen 2005)
  - three cycle system (bachelor- master- doctorate), possibility of intermediate qualifications within national context
  - Generic description of each cycle based on learning outcomes and competences
  - Credit ranges in the first and second cycles
  - Development of NQF in coherence with EHEA by 2010 (starting in 2007)

## X. Bergen Communiqué part 2

- The parallel development of EQF of EU: Broader framework for qualifications for LLL (all general education, vocational education and training) is seen as complementary to the QF for HE and should be consulted by Bologna countries
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (Bergen 2005)

## XI. London Communiqué part 1

- Bologna ministerial conference 2007

Reference tools adopted:

- European Quality Assurance Register for Higher Education (EQAR) (London 2007)
- Strategy on The European Higher Education Area in a Global Setting (London 2007)

Primary action lines:

1. Create transparency in the qualifications
2. Stimulate mobility
3. Improve the employability of graduates
4. Secure fair access and participation in HE

## XII. London Communiqué part 2

very explicit in taking into account the importance of LLL when choosing the action lines to achieve the ultimate Bologna aim: creation of EHEA

Referring to the LLL as a whole

Referring to its main components necessary for the functioning of LLL strategies on the National level:

1. Employability
2. The need for classification framework
3. The Social dimension
4. Stocktaking

## XIII. London Communiqué part 3 - Interpretation

### **Progress towards the EHEA:**

#### **Degree structure:**

The employment demands of the labour market can only be met with qualifications that are attuned to the expectations of the labour market.

Similarly for those who want to make progress in their individual career, the curriculum in a great many HEIs needs to be adapted and a great flexibility is needed into recognizing the multiple instruments that lead to a better qualification.

## XIV. London Communiqué part 4 - Interpretation

### Qualification frameworks:

the national QF must allow for flexible arrangements that will stimulate HEI to do the same, namely create a flexible influx in and progression through HE (still in an early stage at many countries)

### LLL:

HEIs in most countries have been slow in implementing flexible learning paths, and therefore the recognition of e.g. prior learning can best be achieved in cooperation with ENIC/NARICs.

## XV. London Communiqué part 5 - Interpretation

### Social dimension:

access and participation rates are dependent on the LLL opportunities created for students by both governments and HE institutions

### **PRIORITIES FOR 2009**

#### Employability:

Ministers want to enhance employability on all levels of HE, and in all circumstances in an individual student's or learner's career.

#### Stocktaking:

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

## XVI. Leuven Communiqué

- Bologna ministerial conference 2009
- **Learning for the future: define the higher education priorities for the decade to come:**

***Social dimension: equitable access and completion***

***Lifelong learning***

***Employability***

***Student-centred learning and the teaching mission of higher education***

# XVII. EURASHE'S LLL POLICY OVERVIEW

Professional HE sector always stood behind LLL (policy reasons, close connection to the stakeholders, broad range of learners, societal impact)

The **major issues** dealt with in professional HE sector:

EMPLOYABILITY

ACCREDITATION/RECOGNITION OF PRIOR  
LEARNING

THE EUROPEAN QUALIFICATION FRAMEWORK

SHORT CYCLE HIGHER EDUCATION

# XVIII. EURASHE LLL POLICY issues 1

## EMPLOYABILITY

Important for us due to the close linkage of professional HE to the labour market  
World of labour can only benefit from a labour force that has gone through additional training  
Learning outcomes required for the job matter more than yet another qualification  
Take into account the earlier acquired competences, possibility to offer non- formal trainings  
Ask the question if a formal diploma increases the employability of employee  
Transparent and accessible labour market = a learning path that is suitable for the learner

## ACCREDITATION/RECOGNITION OF PRIOR LEARNING (RPL)

Education system (formal and non- formal) to provide a tailor made solution  
Entrepreneurial approach to match possibilities of student/employee X providers of HE  
Proper assessments, RPL procedures leading to flexible access and open discussions  
between providers of formal and non-formal learning = essential conditions for creating  
opportunities for people in employment

## XIX. EURASHE LLL POLICY issues 2

### **THE EUROPEAN QUALIFICATION FRAMEWORK**

We support the EQF and the NQF should be aligned to it

Unemployed get the possibility to a flexible learning pathway up to a degree in HE

Short period courses for individuals following their professional and personal needs

which, -reflected by ECTS and accumulated through time – would produce first-cycle or second-cycle qualifications

### **SHORT CYCLE HIGHER EDUCATION**

Importance of situating the SCHE into the wider context of LLL

Connection/transfer from LEVEL 4 EQF to LEVEL 5&6 EQF should be possible (irrespective of the way the competencies for level 4 have been acquired)

Intermediate level via “dual system” - study in combination with work – with a pathway to have access to Level 6 (Bachelor), via RPL

## **XX. LLL strategies/ focus in HEI: brainstorming in Council, Prague 2008**

- Labour market orientation/regional development (17 votes)
- Strategy for LLL at HEIs / Funding (14 votes)
- Support services at HEIs (11 votes)
- Curriculum design/flexibility (10 votes)
- RPL (9 votes)
- Position in HE/progression in studies(7 votes)
- Methods of delivery (4 votes)
- IT (3 votes)

## XXI. Projects steered by EURASHE

- “Level 5: the missing link”: an update of the 2001 “survey on Tertiary SHE”

The objective of this project is to make a detailed analysis of existing Short Cycle Higher Education (at level 5 of the EQF) in a number of the Bologna signatory countries.

It will focus on 32 (Socrates) countries; a separate study for partner countries under the Tempus programme in preparation.

## XXII. Projects steered by EURASHE

- **The impact of LLL strategies on professional higher education” (FLLLEX)**
  - \* A consortium of individual HEIs in 10 different European countries and related organizations representing those HEIs at a national level
  - The project will identify challenges and implications of Lifelong Learning incorporation into European higher education institutions
  - How HEIs cope with the recognition of prior learning and how the management and services of the institutions are adapted to the new demands
  - Tools are surveys, on-site visits with peer reviews, interactive seminars to learn by sharing, dissemination events

# XXIII. EURASHE'S ANNUAL SEMINARS ON LLL focusing on different stakeholders



- Seminar on **HESC**, Amsterdam, 24 January 2005  
(Integrating shorter higher education in QF for the EHEA and to EQF)
- Seminar on ***Short cycle higher education in the EHEA and beyond***, Blois, 10 February 2006  
(focus on institutions using the HESC (L5) as a stepping stone to the L6 - Bachelor)
- Seminar on **LLL and Intermediate Level in HE**, Stuttgart, 12 March 2007  
(Shared interests of Employers and LLL – implications for the NQF)
- Seminar **LLL at Institutes of Professional HE**, Prague, 16-17 October 2008  
(Complex view on trends, developments and experience with different aspects of LLL at institutes of professional HE)
- Seminar on **Life-long learning at PHE Institutions: New Learners, New Approaches**.  
Bled, 15-16 October 2009

## XXIV. RESOURCES

- Bologna declaration action lines:  
[http://ec.europa.eu/education/higher-education/doc/bologna09\\_en.pdf](http://ec.europa.eu/education/higher-education/doc/bologna09_en.pdf)
- Lisbon council meeting:  
[http://www.europarl.europa.eu/summits/lis1\\_en.htm](http://www.europarl.europa.eu/summits/lis1_en.htm)
- [http://ec.europa.eu/education/higher-education/doc1290\\_en.htm](http://ec.europa.eu/education/higher-education/doc1290_en.htm)
- <http://ec.europa.eu/education/policies/educ/bologna/report06.pdf>
- [http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006\\_0614en01.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf)
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