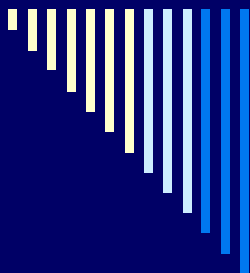


# UALL Conference & EUCEN Study Visit Barcelona 2008

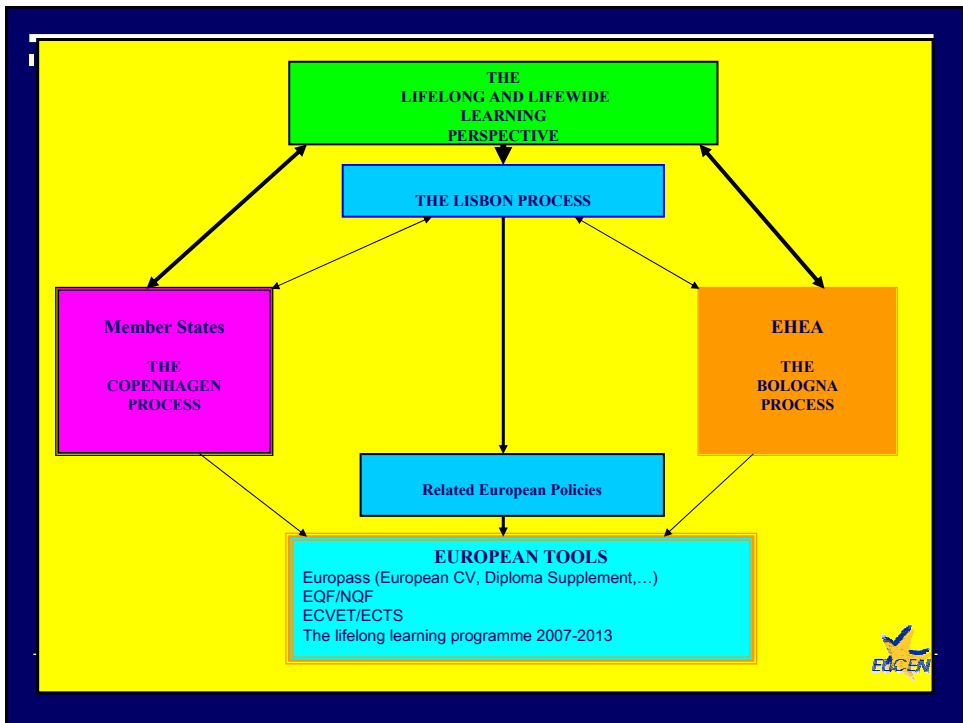
**Michel Feutrie**  
**President of EUCEN**  
**27/11/2008**

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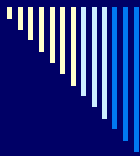
# EU LLL POLICY (IES)





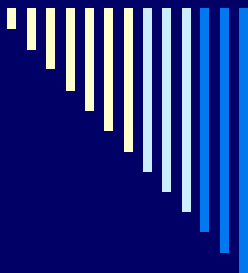
THE  
LIFELONG AND  
LIFEWIDE  
PERSPECTIVE

EUCEN



## A long process...

- Around 1990 first mentions in European documents
- 1995: White paper « Towards the Learning Society »
- 1996: European year of LLL
- 2000: Memorandum on LLL
- 2001: Communication from the Commission “Making a European Area for Lifelong Learning a reality”

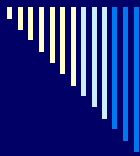


## THE LISBON PROCESS

**Education & Training 2010**

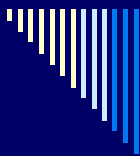
A framework for policy cooperation between  
MS and EC in Education and Training  
OMC (Open Method of Cooperation)





## The initial objectives

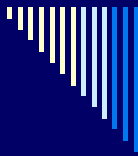
- March 2000: Adoption of the Lisbon Strategy or Lisbon process
- It aims to make the European Union « the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion by 2010 ».
- In order to progress towards the Lisbon objectives in education and training, indicators and benchmarks have been defined to provide strategic guidance to “Education & Training 2010” programme.
- Member States have to provide a national progress report every 2 years
- On this basis the EC produces a Joint report



## The revised objectives

- In 2005, as it was clear that the Lisbon process will not reach the expected results, discussions have started on the revision of the Lisbon agenda.
- A limited number of priorities with a higher strategic focus on economic dimension: growth and employment
- Concerning education and training:
  - Expand and improve investment in human capital
  - Adapt education and training systems in response to new competence requirements

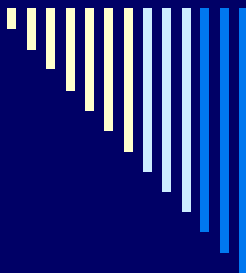




## The post Lisbon...

« LLL for competitiveness, equity and sustainability »

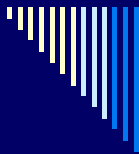
- Three strategic goals:
  - Competitiveness: based on innovation and creativity, excellence, flexi-security, mobility and free movement of knowledge
  - Equity: based on equitable access, treatment and outcomes; reduction of the number of low performers and drop outs; focus public intervention where social returns are highest, citizenship
  - Sustainability: based efficient use of resources, improving the knowledge base of education and training, demographic change and migration and environmental sustainability



## THE BOLOGNA PROCESS

EHEA





# Meetings of Ministers LLL in Communiqués

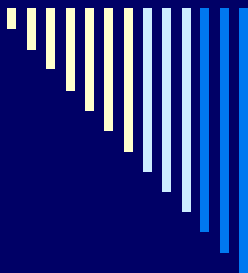
Prague 2001 : a promising perspective

“Lifelong learning is an essential element of the European Higher Education Area.”

“ In future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life”.

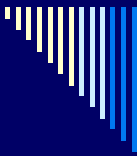
But nothing in the action plan

- Berlin 2003: underlined the potential important contribution of higher education in making LLL a reality and made some concrete propositions
- Bergen (2005), Londres (2007): mentioned among a number of topics
- Leuven (2009): BFUG has to prepare the reflection on « this important issue »

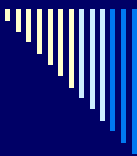


## Then, a Charter...





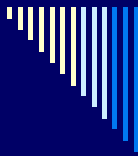
- An initiative from the French Prime Minister in December 2007
- A proposition built by EUA in cooperation with other HE European networks
- Presentation yesterday by EUA to European ministers responsible for HE
- Warmly welcomed
- Necessity now to work on implementation



## The architecture of the document

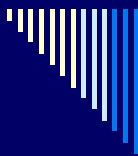
- An introduction on backgrounds
- 10 mirrored recommendations for universities and governments





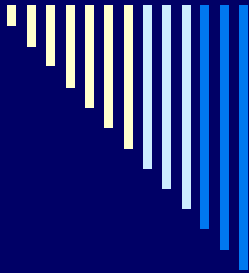
## UNIVERSITIES COMMIT TO:

- 1. Embedding concepts of widening access and lifelong learning in their institutional strategies.
- 2. Providing education and learning to a diversified student population.
- 3. Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners.
- 4. Providing appropriate guidance and counselling services.
- 5. Recognising prior learning.
- 6. Embracing lifelong learning in quality culture.
- 7. Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning.
- 8. Consolidating reforms to promote a flexible and creative learning environment for all students.
- 9. Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes.
- 10. Acting as role models of lifelong learning institutions.



## Governments commit to:

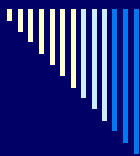
- 1 Recognising the University contribution to LLL as a major benefit to individuals and society
- 2 Promoting social equity and an inclusive learning society
- 3 Including LLL objectives in the missions and work of national QA agencies and systems
- 4 Supporting the development of appropriate guidance and counselling services
- 5 Recognising prior learning
- 6 Removing legal obstacles that prevent potential learners from returning to HE
- 7 Ensuring autonomy and developing incentives for LLLU
- 8 Encouraging partnerships at regional level with local authorities, employers and agencies
- 9 Informing and encouraging citizens to take advantage of LLL opportunities offered by universities
- 10 Acting as role models of LLL institutions



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# What will happen now?

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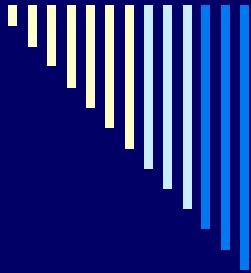


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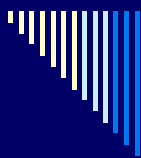
## The post Bologna

- In a short term perspective:
  - Implementing the new degree structure ( endorsing regulated professions);
  - Developing and implementing qualification frameworks based on learning outcomes
  - Mobility of students and staff
  
- Two major issues to face in the future
  - The demographic challenge of an ageing and increasingly diverse population (engagement in LLL practices)
  - The competitiveness of European HE in a global context, a balance between cooperation and competition
  - The redefinition of the roles and responsibilities of the various actors





# RELATED EUROPEAN POLICIES



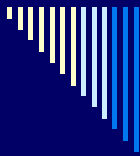
## Key competences for LLL

A Recommendation of the European Parliament and of the Council  
in 2005

The framework identifies 8 key competences:

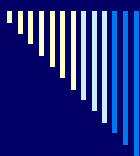
- communication in the mother tongue
- communication in the foreign languages
- mathematical competence and basic competences in science and technology
- digital competence
- learning to learn
- interpersonal, intercultural and social competences and civic competence
- entrepreneurship
- cultural expression





# Adult Education Plan

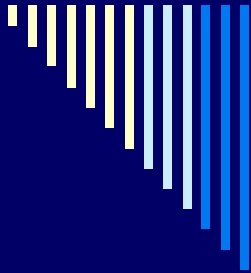
- 2006 A Communication from the Commission « It is never too late to learn», calling on the Member States to promote adult learning in Europe
- January 2008: Adoption by the European Parliament
- February 2008: A Working Group (EUCEN is member of this WG)
  
- 5 key challenges to be achieved by 2010
  - Lift the barriers to participation
  - Ensure the quality of adult learning
  - Recognition and validation of learning outcomes
  - Investing in the ageing population and migrants
  - Indicators and benchmarks



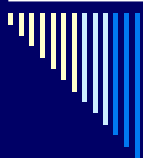
# Common principles on Validation of non formal and informal learning (2004)

- They are a guide for development and implementation of methods and systems for validation
- They do not prescribe any particular methodological or institutional solution
- They are a set of basic requirements
- They are organised according to 6 main themes
  - The purpose of validation
  - Individual entitlements
  - Responsibilities of institutions and stakeholders
  - Confidence and trust
  - Impartiality
  - Credibility and legitimacy



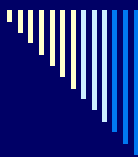


## Implementing the Charter...



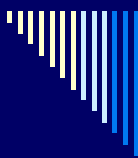
## How to combine different priorities?

- Top level research oriented university/ best professors/ best students/ Shanghai ranking
  - University competing as a world company
  - University contributing to European/national/regional/local development, to a knowledge based society
  - University contributing in social inclusion
  - University as a LLL organisation
-



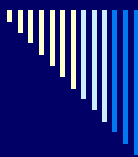
## How to combine different needs?

- Needs from companies asking for short term and adapted answers, linked to individual professional paths which are more and more short
- Needs from individuals asking for answers which could support lifelong and lifewide pathways. How to ensure continuity and progression (not only mobility)? How to offer solutions particularly at transition points?



## Need for a new economic model

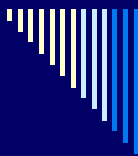
- Who should or will pay for ULLL?
- Or who is ready to pay?
- And to pay for what?



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## Need for building implementing strategies

- A workplan
    - To clarify the model and identify the conditions to meet
    - To elaborate concrete actions for implementation
- 



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## Conclusion

- It's time to work...
  
  - Thank you for your attention
-