
LIFELONG LEARNING FOR EQUITY AND SOCIAL COHESION

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Background

- **Council of Europe project on „*Lifelong Learning for Equity and Social Cohesion*“, 1998 – 2001**
- **Bologna seminar on „*Recognition and credit systems in the context of lifelong learning*“, Praha, 5.-7.6. 2003**

Education/LLL education – some characteristics

- Education incl. HE and LLL in particular, has been becoming a commodity;
- Monopoly of HEIs
 - for providing education has been gone
 - for certification still remains
- Mass education => diversification of entry skills and knowledge
- New publics
- Redefining the role of HEIs
 - beyond their traditional missions
 - involving new public

„LLL for Equity and Social Cohesion“- goals and objectives

- **Developing operational lifelong learning strategies for HEIs and the system as a whole**
- **Enabling individuals to acquire and update knowledge, skills and competencies**
 - **at different stages of their lives**
 - **and in a variety of learning environments,**
 - **both formal and informal**
- **Focus on equity and social cohesion**

„LLL for Equity and Social Cohesion“- work plan

- **3 specialised workshops**
 - Meeting needs of all students in a changing society
 - Application of new information technologies in lifelong learning
 - Structures and qualifications in lifelong learning
- **Recommendation of the Committee of ministers to member states on higher education policies in lifelong learning, adapted as Rec(2002)6 in May 2002;**

Application of new information technologies in lifelong learning

- **Challenges for different countries not the same =>each country, each government, each HEI, each teacher/researcher must develop their own policy;**
- **Not only an issue for Ministry of Education (all parts of government, stakeholders);**

ICT - Demands on HEIs

- **Students want to access new information regardless the time and space;**
- **ICT - education should be cost-efficient;**
- **ICT - education should be learner centred (i.e. focused rather on needs and demands of students rather than providers) ;**
- **ICT - education should develop learning skills and competencies;**

ICT - Demands on HEIs

- **Institutions have to implement organisational changes - flexibility enabled via ICT, modules, availability of non-uniform curriculum;**
- **HEIs define their objectives first, then the needs to reach the objectives, then find adequate way and technology to achieve (technology itself should not be a driving force);**
- **Focus on quality (software of poor quality, language, not using proper methodology, ageing of technologies,...)**

ICT - Some more problems

- **Problems accepting diplomas and certificates gained in programmes based on ICT - not an easy question;**
- **Relatively new - lacking skills and experience of teachers and researchers; psychological barriers**
- **Different students have different needs (distant vs. face-to-face);**
- **Lack of research - how to use ITC to improve quality of education (no other way round)**

ICT - Cost - effectiveness

- **At institutional level - development of quality ICT- based education represents large costs and is time consuming - collaboration of institutions - networks at national/regional level**
- **At individual level - investments as well - the underprivileged groups?**
- **Support of governments necessary – small countries might face problems**

ICT - Equity and social cohesion

- **Not very perceptible (even during the project) - there are examples of good practice rather than the systemic attitude;**
- **How to motivate those who usually do benefit from HE? (middle and upper classes vs. lower classes)? Enlarging the gap?**
- **Easy access to the net - infrastructure and accessibility for reasonable cost;**
- **Lacking of research on effects of ICT on equity and social cohesion**

ICT - New role of the teacher and the learner

- **Teacher:**
 - **psychological barriers**
 - **not only a teacher, researcher, organiser, facilitator but also a computer expert and software producer => co-operation between teacher and other professionals must evolve (within an HEI and between HEIs)**
 - **necessary infrastructure provided**
- **Learner:**
 - **explore new opportunities given by ICT**
 - **learn autonomously**
 - **be an active learner**
 - **be able to evaluate effectiveness of his/her achievements**
 - **learn how to learn**

LLL/non traditional learning paths and Bologna

- LLL as part of overall HE policies - both at national as well as institutional level
- LLL relevant to both broad categories of current Bologna work program

Qualifications/degree structure

- Integrate lifelong learning paths into qualifications frameworks - immediately applicable

Social dimension of higher education

- Make it possible for people to follow the paths thus established

LLL/non traditional learning paths and Bologna

- **LLL can contribute to all goals of higher education:**
 - **Preparation for the labour market**
 - **Life as active citizen in democratic society**
 - **Personal development**
 - **Development and maintenance of advanced knowledge base**
- **concrete contribution of HE to make LLL a reality**
 - **possibilities for lifelong learning at higher education level including the recognition of prior learning“**
 - **LLL should be an integral part of higher education activity.**

Berlin Communiqué – Degree structure

- to elaborate a framework of comparable and compatible qualifications for their HE systems, describe qualifications in terms of **workload, level, learning outcomes, competencies and profile.**
- to elaborate **an overarching framework of qualifications for the EHEA**
- invited the Follow-up Group to explore **whether and how shorter higher education may be linked to the first cycle of a qualifications framework**
- stressed their **commitment to making higher education equally accessible to all, on the basis of capacity, by every appropriate means.**

Berlin Communiqué – LLL and Qualification frameworks

- *qualifications frameworks for the European Higher Education Area should to encompass the wide range of flexible learning paths, opportunities and techniques and to make appropriate use of the ECTS credits;*
- *to improve opportunities for all citizens, in accordance with their aspirations and abilities, to follow the lifelong learning paths into and within higher education.*

LLL/non traditional learning paths and qualification frameworks

- **Background: diversity of qualifications**
- **Alternative contents?**
- **Alternative qualifications or alternative learning paths?**
- **Separate but equal?**
- **QF help “demystify” lifelong learning: various paths lead to same goal (the “How” of Berlin Com)**
- **Concern: transferability of qualifications**

LLL/non traditional learning paths and transparency instruments

- **What adaptations necessary to take account of LLL?**
- **Not too heavy bureaucracy**
- **Recognition of prior learning?**
- **Legally: recognition of qualifications belonging to system of a Party**
- **Diploma Supplement, ECTS, Portfolios-EUROPASS**
- **As good practice: wider application of principles of Lisbon Recognition Convention**

Lisbon Recognition Convention - Principles

- **adequate access to an assessment of qualifications;**
- **responsibility to demonstrate that requirements are not fulfilled lies with the body undertaking the assessment;**
- **party shall recognize qualifications... as similar to the corresponding qualifications unless it can show that there are substantial differences**
- **recognition should give access to HE studies on the same conditions as candidates from the country in which recognition is sought; use of an academic title;**
- **provide information on the institutions and programs they consider as belonging to their higher education systems; etc.**
- **? *Need for amendments/subsidiary texts ?***

Concluding Remarks

- LLL concept opens wider range of opportunities incl. use of ICT and ODL => better chances for students (aspirations, interest and abilities) BUT we can only have one set of qualifications;
- looking for ways how principles similar to those introduced in the LRC could be transferred to recognition in the LLL frame;
- better use of the instruments available ECTS, DS, Certificate Supplement at “shorter “ level - for study abroad as well as in the home country;
- skip “WHETHER” and concentrate on “HOW” shorter higher/tertiary education can be linked with HE framework of qualifications;
- LLL is the concept which could make EHEA more transferable and flexible => more accessible and learner/student centred

Thank you for your attention