

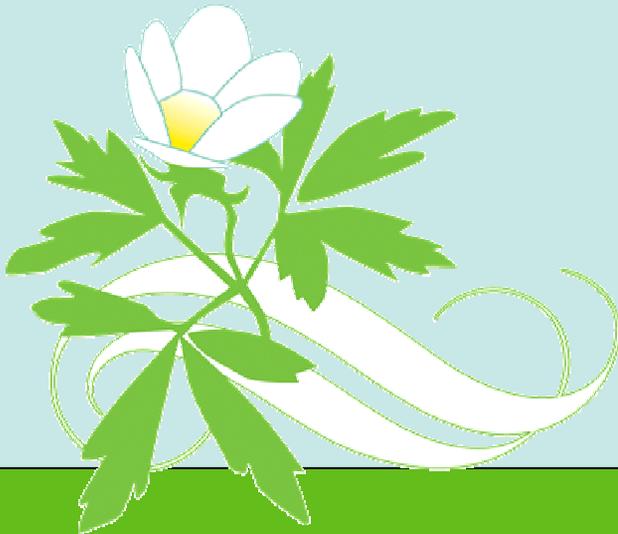
The Bologna Process

Bergen, 19-20 May

Lifelong Learning
introduction by the chair

Vera Stastna,

*Chair of the Council of Europe Steering
Committee for Higher Education and
Research*





How shall we understand LLL? What is our playground?

Specific courses/ programmes provided by institutions, usually outside the formal SPs; often after graduation in a formal SP; designed for 'adult learners'

OR

LLL being a concept, a continuous learning process, 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

AND

We do not discuss all LLL but we concentrate only on tertiary/HE sphere





Lifelong Learning and „Bologna”

- **Prague Communiqué in 2001**
 - Bologna seminar "Recognition and Credit Systems in the Context of Lifelong Learning" in Prague in June 2003
- **Berlin Communiqué in 2003**
- Bologna seminars
 - on the Challenges of E-learning and Distance in Ghent in June 2004
 - on the employability in Bled in October 2004
 - on Qualifications Frameworks - København in January 2005





Prague Seminar 2003

- **HEIs and others** should:
 - adopt internal policies to promote the recognition of prior formal, non-formal and informal learning for access and study exemption;
 - integrate LLL into their overall strategy, global development plan and mission;
 - use the Diploma Supplement, ECTS credits and skills portfolios to record learning as well as to facilitate individual learning paths;
 - express all qualifications in terms of explicit reference points: qualifications descriptors, level descriptors, learning outcomes, subject related and generic competencies;





Prague Seminar 2003

- **Public authorities** should:
 - develop new style national qualifications frameworks to integrate LLL forms (paths leading to HE qualifications, access qualifications)
 - ensure the right to fair recognition of qualifications acquired in LLL environments;
 - encourage HEIs to develop and implement LLL and measures and support them;
 - apply appropriate methods for the evaluation (accreditation) of various forms of LLL.
- **International insts and orgs** should:
 - through the ENIC and NARIC Networks, seek to develop international good practice
 - promote recognition of qualifications earned through LLL, as far as possible using the provisions and principles of Lisboa Recognition Convention;





Ghent Seminar 2004

- E-Learning is a necessity to bring LLL to its full potential
- To extend quality assurance, accreditation and qualification frameworks to e-learning and other non classical modes of delivery in an integrated approach encompassing the full range of higher education.
- To explore how the principles of the Lisboa Recognition Convention could be used to establish common understanding and shared standards on the validation of prior learning experiences
- To acknowledge the contribution of so-called “virtual mobility” to international academic exchange and joint curriculum development
- To promote a broad approach to all “Bologna tools” (as for instance ECTS and Diploma Supplement) to include e-learning and non classical forms.





Further challenges

- Seminar on employability, Bled, October 2004
 - The overall cooperation between industry and education in general, and in relation to lifelong learning in particular, is not satisfactory
- Seminar on social dimension, Paris, January 2005
 - How to bring students (massified body) to their highest potential?
 - Enlarging the gap between those who benefit from HE and come back and those who have never used this possibility
- Seminar on QFs, København, January 2005
 - QF: system describing all qualifications within a given system and how they relate to each other
 - Different learning paths may lead to same qualification
 - Qualification described on the bases of level, workload, general competencies, LOs, profile





Questions to discuss

1. What are the main barriers for implementation of LLL as an integrated part of policies and practice within the HEIs? Attitudes? Legal framework? Financial incentives?

- Creation of legal conditions
- Creation of the system- formal structures (QFs, flexible learning paths) in place
- Motivation for HEIs to consider LLL important part of their missions (LLL vs. R&D)
- Social dimension of higher education
 - Make it possible to follow the paths thus established
 - Access and Success - not only to enable wide participation but also „reasonable“ completion





Questions to discuss

2. How can national QFs play a vital role in the furtherance of LLL? What is needed to encourage HEIs to implement means and tools for better assessing qualifications acquired outside HE (incl. non-formal and informal learning)?





What does it mean LLL?

- LLL is the kind of learning about which nobody can speak with the authority of a fully accomplished learner?

OR

- LLL being a concept, a continuous learning process, 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

