

COMPASS III

COLLABORATION ON MODERN(ISING) POLICIES AND SYSTEMATIC STRATEGIES ON LLL

NATIONAL REPORTS

THE COMPASS PROJECT INTENDED TO BRIDGE THE GAP BETWEEN THE POLICY MAKING PROCESSES AT EUROPEAN LEVEL AND THE SITUATION ON THE GROUND IN UNIVERSITIES IN THEIR LOCAL, REGIONAL AND NATIONAL CONTEXT AND PRESENTS CHALLENGES.



Project co-ordinated by



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List of acronyms

APEL	Accreditation of Experiential Learning
BeFlex	Benchmarking Flexibility in University lifelong learning in the Bologna Process
CDSFCU	Conférence des Directeurs de Service Universitaire de Formation Continue
COMPASS LLL	Collaboration On Modern(ising) Policies and Systematic Strategies on Lifelong Learning
DGWF	German Association for University Continuing and Distance Education
EQF	European Qualifications Framework
EU	European Union
EUCEN	European Association for University Lifelong Learning
HE	Higher Education
HEI	Higher Education Institution
LLL	Lifelong Learning
LLLU	Lifelong Learning University
LLL-Charter	European Universities' Charter on Lifelong Learning
RPL	Recognising Prior Learning
ULLL	University Lifelong Learning
VET	Vocational Education and Training

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Next to the National Reports, a second publication was produced within the framework of the COMPASS project. This second publication (LLL-policy implementation – Trends & Recommendations of the COMPASS Project) is also based on the transversal analysis and provides recommendations in view of the results obtained through COMPASS and taking into account recent developments at the European policy level.

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INTRODUCTION

Since January 2010, COMPASS (Collaboration On Modern(ising) Policies and Systematic Strategies on Lifelong Learning) has developed a strong network of national experts dealing with lifelong learning (LLL) in European universities. This one-year project consisted of 11 partners from different European Member States and has been coordinated by EUCEN (European University Continuing Education Network) and supported through the Lifelong Learning Programme of the European Commission¹.

Key objectives of COMPASS were to analyse the current European state of play concerning University LLL strategy implementation processes at national, regional and institutional level, while promoting the wider and deeper implementation of the “European Universities’ Charter on Lifelong Learning”. This Charter, drafted and published by the European Universities’ Association (EUA), was adopted by European universities as a basis for further development and implementation of European LLL-strategies and presented to the ministers responsible for HE in November 2008, in Bordeaux. The COMPASS project aimed at contributing to this process and to make lifelong learning (LLL) in universities a greater reality by bridging the widening gap between the policy-making process of LLL at EU level and the actions by various stakeholders.

More than two years after the Charter was presented and agreed, the huge diversity of LLL activities at the level of higher education (HE), as indicated by previous project results like BeFlex and BeFlex+, remains the case while only a few governments and institutions seem to have made significant progress in implementing comprehensive LLL-strategies. In fact, only a minority of universities have been fully engaged in the process of integrating LLL into their institutional missions and strategies. Thus, the paradigm shift to genuine LLL universities², as part of an overarching knowledge system for LLL, seems to remain a highly ranked issue on the policy agenda rather than a visible transformational change process of the higher education institutions.

The COMPASS partnership has tackled these challenges in four steps with a consortium of national universities’ associations and organisations for lifelong learning. Starting from the 10 commitments for HE institutions and governments included in the European Universities’ Charter on LLL, two surveys were undertaken with national institutions and governmental representatives. In addition, policy makers and providers at the European, national and regional level were consulted. These different sources, and relevant documents, provided the background for the individual country reports depicting the current state of the play of national LLL strategies.

These findings were subsequently analysed and discussed with the projects partners, their Ministries of Education and representatives of other educational services (e.g. Adult Education and VET associ-

¹ Call EACEA/07/09; Transversal programme KA 1: Policy Cooperation and Innovation

² In general, University Lifelong Learning can be said to describe one specifically defined and limited area or activity out of many within the university, whereas Lifelong Learning University embodies a completely integrated LLL concept within the whole university structure and mission. Thus LLLU is considered as a fundamental principle and concept defining a complete university.

ations). The progress of the project and its findings were discussed in Barcelona in September 2010 and the final dissemination event was organised to coincide with EUCEN's autumn conference in November 2010 in Lille. This involved more than 120 ULLL-experts, policy makers and social stakeholders.

On the basis of the results and findings of the COMPASS project, roadmaps and recommendations for comprehensive and coherent national strategies have been developed, which are intended for the national and European levels taking into account the topical European background of the EU 2020 Strategy³, the Council conclusion on education and training ("ET 2020")⁴ and the Leuven Communiqué⁵.

The results of COMPASS present a bridge between different national experiences on how to face the challenge of incorporating and of reinforcing LLL-strategies and trends in lifelong learning. The project succeeded in creating an evidence base for in-depth knowledge about the state of play and the difficulties and challenges in implementing ULLL strategies. It provides a platform for exchanging and sharing best practices and for enriching the discussion on regional, national and EU levels for future work plans and recommendations towards a European Lifelong Learning Area.

In keeping with the initial aim of bridging the gap between the policy processes in LLL and the actions undertaken by various stakeholders in this area, the shared experiences and transfer of best practices with national stakeholders, universities and other providers of LLL can be considered as an important starting point in this new direction. This approach also assists in continuing the promotion, development and implementation of systematic LLL strategies on a national and regional level.

In the following report, a transversal analysis on the current position of LLL policies in different European countries provides a short overview of the political and legal framework of LLL, before briefly outlining possible trends, perspectives and challenges institutions are encountering in becoming real Lifelong Learning Universities. After this comparative overview, the respective country reports are presented, starting with a deeper insight into the national situation. Subsequently, a visualisation of each national government's commitments to the LLL Charter and an overview of the legislation determining national LLL strategies is provided.

3 Commission of the European Union (2010), Communication from the Commission, Europe 2020, A strategy for smart, sustainable and inclusive growth, Brussels: 3.3.2010. COM(2010) 2020 final

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

4 European Council (2009), Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), Brussels: (2009/C 119/02)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

5 Leuven/Louvain-la-Neuve Communiqué (2009), The Bologna Process 2020 - The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers Responsible for HE, Leuven and Louvain-la-Neuve, 28-29 April 09 http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/leuven_louvain-la-neuve_communique%C3%A9_april_2009.pdf

TRANSVERSAL ANALYSIS OF THE NATIONAL REPORTS

The key objective of the national reports was to get a good overview and a clear picture of the overall national state of lifelong learning (LLL) in the higher education sector in each partner country involved in the COMPASS project. The members of the consortium undertaking the project outlined their national and institutional positions in terms of key policies, trends, success factors and challenges in relation to the implementation of the European Universities' Charter on Lifelong learning (LLL Charter)¹.

In the following section of the report, the results of the national commentaries are summarised in a transversal analysis. These results are intended to promote discussion of the policies at the regional, national and European levels. The analysis aims to show the key LLL policies and their evolution, taking into consideration the differences and similarities on a national scale. Priorities, success stories and threats as well as the future perspective are taken into consideration.

Key policies and implementation of LLL

In general, the competent government departments in the respective countries are aware of the LLL-Charter and some of them use it, or have used it, as a guideline for the development of LLL policies. Only in the United Kingdom (UK) and Switzerland, is the LLL-Charter of the European University Association (EUA) not seen as being of central importance to the government.– although in both countries it is known and seen as in line with their higher education sector's goals. In those countries where there is no active involvement of the Charter in policy formulation it can be observed that often separate guidelines have been worked out which are similar to the Charter's commitments. The case of Germany can be outlined as one example where the internal German policy has been influenced by expert circles and project groups dealing with the topic of ULL rather than by the Charter. For this reason representatives see the 10 commitments more as a confirmation of their own ideas than as something new.

Special promotional programmes to invite and promote more migrants to participate in universities, as part of an open access and inclusive learner society, seem to be among the most important best practices which support LLL at universities. In general, LLL concepts are independently and voluntarily defined and developed by universities themselves. In some cases, such as Finland, France and Portugal, the government is closely involved in leading the development of LLL strategies in the universities.

¹ European Universities' Charter on Lifelong learning:
<http://www.eua.be/eua-work-and-policy-area/eua-policy-position-and-political-declarations.aspx>

The extent to which the Charter is used for the formulation of national or university policies seems to vary substantially across Europe. While, for instance, in Austria the Ministry used the Charter in negotiations for the current performance agreement contracts with the universities for 2010-2012 (the universities had to declare how they were implementing the Charter and what they were planning according to their current strategy and development plan), the Charter still remains mostly unknown in the higher education sector of Spain and the UK. Despite the existence of scattered national LLL strategies, universities mostly define and implement their specific LLL visions and concepts independently based on the fact that they are in most countries autonomous and have to finance the LLL programmes themselves. This equally leads to several rather fragmented practices and approaches to LLL so that, in most cases, no clear or common national policy can be detected.

Although some countries such as the United Kingdom and Finland have relatively advanced LLL strategies, it can be observed that the implementation of LLL concepts in the missions and strategies of universities is not yet fully achieved in any of the European partner countries. It was criticised in many of the respective national commentaries that LLL mentioned in the policy papers of the universities often remains a rhetorical statement. Consequently, one of the main problems can be seen in the low priority attached to LLL and the resulting slow progress. By highlighting common obstacles, but also good practices in national policies, COMPASS has been able to clarify existing ULLL policies in Europe. Such an approach permits the formulation of some common recommendations at a later stage in the report.

Trends and future perspectives

Looking at the future development of LLL, in many respects the trends seem to be quite contradictory. In the UK, the LLL-Charter probably will not have a significant impact at the government level and LLL in general faces a difficult future as a result of heavy budget cuts and the priorities in higher education policy. Nevertheless, the statistical participation rate in lifelong learning activities in general, and in widening access, etc. shows that the UK is one of the leading European countries². In Austria, Spain and Switzerland, the future of LLL in higher education seems to be rather optimistic with the hope of an implementation of LLL in the policies of governments and universities in the near future. In France, one of the main changes in the future is likely to be that the influence of the government decreases step by step and regional actors take over responsibility for the realisation of LLL structures. In Finland, as well as in almost all other countries, the influence of the economic sector on education becomes more and more obvious. What is clear is the need for flexibility to face the changes in the labour market. New solutions are likely to be applied to the educational system through a common target-oriented strategy for the production of LLL.

Threats and challenges

The economic crisis with all its consequences was identified as one of the main threats to the implementation of LLL strategies on a national and institutional level. In particular, the cuts in public fi-

² Progress towards the Lisbon objectives in education and training. Indicators and benchmarks 2009: http://ec.europa.eu/education/lifelong-learning-policy/doc/report09/report_en.pdf

nances are set to have a big impact on programmes in the higher education sector. This might oblige universities to prioritise certain fields, such as the traditional field of research, which could be disadvantageous for the further development of lifelong learning. Moreover, some countries face special funding problems as their university lifelong learning (ULLL) activities are, for example, excluded from public funding - this is the case in Portugal.

It can further be observed that ULLL in general, and the LLL Charter in particular, are not generally seen as a priority in national policies, which is another hurdle to surmount. If LLL is not seen as a central priority, the general availability of public national funding for this area may also be problematic. In short, the lack of sufficient finance is at the centre of threats to LLL. For this reason, one of the main challenges is to find new funding models for the implementation of LLL concepts. The HE sector is more and more forced to focus on fulfilling the demands of the labour market with a major consideration being the employability of students. Therefore, there is a trend towards a more important focus on young and talented students to enhance a university's (economic) competitiveness and reputation for research. Thus, ULLL shifts towards a business and customer-orientated continuing education programme and the wider social and cultural benefits of learning are being overlooked. However, in view of future demographic changes, universities have to find new access options for lifelong learners, including vocational learners. As a consequence, clear Recognising Prior Learning (RPL)/Accreditation of Experiential Learning (APEL) procedures increase in importance.

The lack of integrated and coherent initiatives in LLL at the national level can be counted among the major challenges for some countries that are not so advanced in this area. Such initiatives are important for implementing the EUA Lifelong Learning Charter and raising the levels of lifelong learning activities in higher education. Apart from partnerships at the policy level, collaboration with enterprises and with research, innovation and teaching often also lack commitment and need to be improved. In the same line of thought, many universities still seem to be too rigid and inflexible in view of future challenges, and this is a further factor hindering progress. In some cases, national laws and regulations are also proving to be a barrier to improving LLL activities and practices because they do not allow full and associate professors to work on LLL courses or in other ways present obstacles.

Generally speaking, many countries and universities have a range of theoretical principles and visions concerning ULL, but they have not yet been put into practice. The current processes and progress with the different aspects of the Charter seem to be too slow and tenuous, largely because lifelong learning is not widely considered to be a high priority at the present time. Consequently many initiatives merely receive lip service rather than positive commitment.

Final remarks

According to the results from the questionnaire, most institutions claimed that they were in general aware of the LLL Charter (83% in the questionnaire), but only 27.6% of the institutions confirmed that they have actively worked with the Charter. In the case of the national and regional governments there seemed to be less awareness concerning the Universities' Charter for Lifelong Learning. It is arguable that if the commitments in the Charter are to be incorporated in national policies, this usually happens because recommendations made by experts (working groups, expert circles, consultation) point in a similar direction. So generally speaking, ULLL needs more awareness, lobbying and, to put it simply, more 'marketing' to politicians, university leaders and the wider public.

ULLL networks have acquired a positive role in policy development at institutional and national level. LLL concepts can be defined as independent and voluntary since they often depend on the universities themselves. However, the implementation of these concepts within the strategies of universities is by no means fully achieved and remains more at the level of rhetorical statements than real and effective strategies. Lack of financing can be considered as a transversal issue between all the institutions. Universities are expected to develop their ULL role but at the same time budgets have been cut and resources for lifelong learning have been reduced.

Lifelong learning is becoming ever more essential in today's world and the involvement of different stakeholders is now an important part of the educational scene. On the basis of the challenges that the present study highlights, ULLL needs further development, recognition and a strategic relevance in European higher education institutions (HEIs). Moreover, ULLL would benefit from evaluation and feedback-structures and processes, from new partnerships and cooperation with local and national authorities, providing attractive programmes. Many universities are becoming more flexible, but there is still a lot of work to do, considering the differences between the states and within countries.

The various national reports produced as part of the COMPASS project showed a set of similar challenges faced by numerous stakeholders despite their different national and regional contexts. Common questions on how to develop new funding structures, how to introduce more flexible learning pathways, and how to use the LLL Charter for focusing more attention on LLL and raising it up the political agenda, show the need for collaboration between universities and different stakeholders at all levels, local regional, national and European. At the same time, governments and ministries need to be fully involved and take part in the realisation of a modern strategy on LLL. The insights resulting from the compilation of the COMPASS national reports will thus be a useful tool and source of information for future strategic innovations in lifelong learning in European universities.

FRANCE

UNIVERSITY OF LILLE / CDSFCU

Martine Carette / Michel Feutrie / Jean-Marie Filloque

The collection of data and the production of the report has been placed under the responsibility of the “Conference des Directeurs de Services de formation continue universitaire”, the French network. It is based on an analysis of the documents collected, on discussions within the network and during meetings of the Board and on interviews with the Ministry of Higher Education and Research and social partners.

SYNTHESIS OF THE NATIONAL REPORT AND KEY POINTS

A strong system supported by laws and decrees. An explicit mission given to universities. A specific funding system for continuing education of employees based on a contribution of enterprises and unemployed granted by the State, the Regions and institutions in charge of this population. A supportive ministry, but placing the responsibility for the implementation on institutions and key actors. As they are now autonomous they have to build their own strategy, their own arrangements. State funding to universities is global, so it is up to each university to decide about its priorities. If they consider LLL as a priority they may use funding for

that. This vision is rather hypocritical because the ministry of HE does not allocate additional money to universities and universities have to re-allocate internally funding, which is not easy in these times of crisis.

This increases the role of the Conference of Rectors but regarding LLL, the national network “Conference of directors” plays a real role in accompanying universities in their demarche. For the last 15 years the implementation and adaptation of reforms and new arrangements have been led by the Conference within its different working groups involving interested continuing education services.

Another specific feature of continuing education in France is the role of social partners. Changes in the system start from agreements between social partners. The State translates these agreements into laws and decrees. The last few years have registered a movement towards universities. They have now understood that an efficient LLL policy needs higher education.

Regarding the EUA Charter, it is evident that it is not widely known, except in small circles close to its process of production. In addition,

ministries and stakeholders do not consider this Charter as “Guidelines” to implement LLL strategies in universities. They select among the 10 commitments those that are the most relevant for them.

The Charter has been adopted by EUA on the basis of a general consensus among universities but EUA cannot oblige universities to take them into account. It appears that the role of University Continuing Education Offices, national networks and EUCEN is to define priorities among these commitments and plans to implement internal policies based on them.

FRENCH REGULATIONS

University Continuing Education is organised in France on the basis of two types of regulations:

- » Regulations for Higher Education from the Ministry in charge of Higher Education
- » Regulations for Continuing Education and Training from the Ministry of Labour

These regulations are “translated” in two codes: the Education Code and Labour Code (mainly part VI), which draw the framework of UCE activities.

REGULATIONS FROM THE MINISTRY IN CHARGE OF HIGHER EDUCATION

Recently two important laws regarding Higher Education have been published:

The 26/01/1984 law

This law stipulates that one of the missions of Higher Education is to ensure “initial and continuing education” (article 4).

This mission is précised by Article 5 (modified in July 1992)

1. Higher Education enrolls students and directs them
2. Provides initial education
3. Contributes to Continuing education
4. Trains trainers

Continuing Education aims at both the employed and unemployed individuals. It caters for both individuals and groups and gives adults access to initial training courses, professional training and cultural activities/needs.

Prior learning, work experience or personal skills of individuals can be validated within the frame of decrees in order to give access to the different levels of Higher Education.

The 10/08/2007 Law (so called LRU Law – loi relative aux libertés et responsabilités des Universités)

The ‘LRU Act’ passed on 10 August 2007 states that by the year 2013 all Universities will manage their own budget – article 50 – and Human Resources. They will also have the right to become owners of their real estate.

Linked to these laws have been published numerous texts having more or less an impact on UCE. We just mention five of them.

The 18th October 1985 decree organising the continuing education activities in Higher Education. This is the founding decree of Continuing Education Services in Universities.

The 23rd March 1987 decree organising the cooperation of universities in CE at regional level. This text has been completed in 1994 by an order appointing in each region a person (in all cases a colleague from university) in charge of the coordination of UCE.

The 23rd August 1985 decree giving the right to Universities to validate formal, non formal and informal learning for derogatory access at any level of HE and to give exemption.

The 3rd August 1994 Ministry order creating a new degree: the DAEU (Diplôme d'accès aux Etudes Universitaires/Access Degree to Higher Education). This degree replaces the ESEU established in 1957 which was a special exam allowing candidates, in case of success, to have access to universities without the required qualifications.

The 24th April 2002 decree on validation of experience in Higher Education.

REGULATIONS FROM THE MINISTRY OF LABOUR

This is a well-established tradition in France regarding laws on continuing education: these laws are a juridical translation of an agreement signed between social partners (Employers and Trade Unions).

Our current system of Continuing Education is based on a founding law in 1971 (inspired by Jacques Delors). Since 1971, several laws have been published updating, précising, and enlarging the perspective. During the last decade three important laws have been published:

The 17th January 2002 law (so called Social Modernisation law) which establishes a new right for individuals: the validation and the recognition by formal qualifications of what they have learned non-formally and informally in different settings.

- » **The May 2004 law** on LLL and social dialogue based on the agreements signed between social partners on 20 September and on 5th December 2003.
- » **The 24th November 2009 law** (so called Lifelong orientation and professional training law) based on the agreements signed between social partners on 11 January 2008 and on 7 January 2009.

This set of laws, regulations and agreements redefines the access conditions to lifelong learning for employees and it is based on 2 main principles:

The idea of a professional pathway as a process of individual development following the social and economy changes;
The formal recognition that you learn at work which makes necessary to validate the skills acquired through previous work experience.

The worker's pathway unfolds itself within a timescale made of a succession of steps with respective objectives. At one point on this pathway, the qualification can be formally validated by the VAE.

These two laws inscribe henceforth continuing education and training in a lifelong perspective. Continuing Education is identified as a tool for personal and professional development. The objective is to ensure more security in professional pathways and several instruments are promoted to contribute to this, particularly guidance and counselling and validation of experience. Several tools have been identified and companies are invited to implement them in their Human Resources policies:

- » Competencies appraisal at the main steps of the professional life;
- » Compulsory interview in the middle of the individual professional pathway (around 40-45) linked to a validation of experience process;
- » Portfolio recording decisions and practices regarding orientation and training.



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
Law 84-52 on Higher Education, 26 Jan. 1984	Law	This law stipulates that one of the missions of HE is to ensure initial and continuing education.	It is one argument that we use to say our Rectors and colleagues that there is no hierarchy between both missions. It is also an argument to introduce a concept of ULLL articulating initial and continuing education
LRU Law, 2007-1199, 10th Aug. 2007	Law	This law states that Universities are in charge of their own budget and Human Resources. They will also have the right to become owners of their real estate.	It is too early to measure the impact of this law. Progressively universities are moving to the adoption of these new responsibilities. However, it is clear that the experience accumulated by Continuing Education Services could be of some help for universities to find their own way and design the new organisation.
Decree 85-1118, 18th Oct.1985	Decree	The decree organises the Continuing Education activities within Higher Education	This decree is very important. It gives a real statute to CE Services. It permitted to develop CE policies in universities. It is still efficient after 25 years.
Decree 87-093, 23 March 1987	Decree	It organises the cooperation of Universities in Continuing Education at regional level	Establishing a regional dimension of UCE. This is important in the French context of regionalisation of education and training.
Decree 85-906, 23 Aug. 1985	Decree	It gives the right to Universities to validate formal, non formal and informal learning for derogatory access at any level of HE	The decree has had a decisive impact on the development of validation of formal, non formal and informal learning in universities. Test of methods and tools, training staff, elaboration of strategies of implementation, involvement at the end of all universities. Important quantitative and qualitative results. Each year universities receive around 20000 applications forms and they admit 95% of candidates.
Law, 3 Aug. 1994	Law	It creates a new degree: Access Degree to HE	It gives a statute to what was a simple exam. It is important for individuals to be awarded by a qualification as a starter for their learning pathway in University.

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	http://www.legifrance.gouv.fr/
X	X	http://www.legifrance.gouv.fr/
X	X	http://www.legifrance.gouv.fr/
X	X	http://www.legifrance.gouv.fr/
X	X	http://www.legifrance.gouv.fr/ http://media.education.gouv.fr/file/2010/04/0/NI1009_145040.pdf
X	X	http://www.legifrance.gouv.fr/ http://media.education.gouv.fr/file/82/1/1821.pdf

Title	Description	Summary	Impact
Decree 2002-590, 24 April 2002	Decree	On the subject of the validation of experience in HE	<p>HE has obtained a specific decree. This decree takes largely into account the autonomy of universities. From the beginning the implementation of VAE was managed by the Conference of Directors of UCE. The French network organised in particular training sessions for all categories of staff involved in the process including members of the juries. It negotiated an ESF plan to implement VAE services in all universities. It monitors progresses and evolution.</p> <p>Each year, around 13000 candidates attend this programme each year and around 4500 DAEU are awarded</p>
Law 2002-73, 17 Jan. 2002	Law	On the validation of non formal and informal experience	<p>The impact is measured by the decree. One dimension of this law was the creation of a National list (RNCP – Répertoire National des Certifications Professionnelles) registering all qualifications awarded in France. The impact of this decision is important for HE degrees. Universities are obliged now to describe their qualifications in terms of objectives, learning outcomes and competencies built.</p>
Law 2004-391, 4 May 2004	Law	On Lifelong learning and social dialogue	
Law 2009-1437, 24 Nov. 2009	Law	Lifelong orientation and professional training	<p>The 2004 and 2009 laws modify the practices of companies and professional bodies concerning CE and by consequence have an impact on universities provisions.</p> <p>Continuing education services have to reconsider their offer. They have:</p> <ul style="list-style-type: none"> To enter in LLL approach To provide more services including guidance, counselling, validation of non formal and informal learning, monitoring... <p>They create new spaces of development, in particular with a new contract, the "professionalisation contract" allowing students to work part time in a company and to attend a study programme.</p>

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Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	http://www.legifrance.gouv.fr/ http://media.education.gouv.fr/file/2010/04/0/NI1009_145040.pdf
X	X	http://www.legifrance.gouv.fr/ http://media.education.gouv.fr/file/82/1/1821.pdf
X	X	X
X	X	http://www.legifrance.gouv.fr/

SPAIN

UNIVERSITY ROVIRA I VIRGILI / RUEPEP

Charo Romano

Introduction

This report contains the analysis of the Spanish situation of the lifelong learning strategies in the universities, and forms part of the European project Compass, whose aim is the in-depth analysis of the state of play, and the difficulties and challenges, in implementing ULLL-strategies in the various participating countries, using the 10 commitments for HE institutions and governments in the European Universities Charter on LLL.

Ruepep, the Spanish network of university lifelong learning centres and postgraduate studies, through the representative of the Universitat Rovira i Virgili in the Network Board, joined this project to increase its knowledge about the process of implementing lifelong learning strategies and commitments in the LLL Charter, and share the results with all partners and stakeholders.

Key sources used for the analysis

The report is the result of the analysis of information obtained through four sources:

- » The answers to the questionnaire completed by 14 Spanish universities
- » The interviews with 5 national and regional

authorities with jurisdiction in the matter (from the Ministry of Education, from the Government of Catalonia and the Catalan University Quality Assurance Agency)

- » The analysis of the legislation, the national initiatives and policies, and the more relevant and specific documents concerning LLL within universities.
- » The outcome of the discussions of the four international seminars developed through the project.

Synthesis

Although the universities organise a huge number of continuing education activities, in general, the concepts of widening access and lifelong learning have not yet extended to the First and the Second Mission of the university, and don't have a central position in the institutional strategies.

The strategy of the Spanish universities regarding lifelong learning is basically oriented as part of their Third Mission, like an external activity, mainly addressed to the labour market through training of professionals. Other lifelong learning programmes such as courses for the elderly or language courses, are not considered as proper continuing education, and do not participate in a joint strategy.

ULLL has only very recently been integrated into the institutional policies and documents of governments and universities, although up to now, on a whole, they are still only documents that haven't been put into practice.

The LLL Charter is virtually unknown by most universities and authorities with responsibility in the higher education sector, although most of their commitments have recently been incorporated in the national legislation and policies, in particular, the LOMLOU, the University Strategy 2015 and the MECES (Spanish Higher Education Qualifications Framework).

Regarding the universities' answers, the difficulty of obtaining accurate information is remarkable on the profile of adult learners, and the uneven development of the commitments of the Charter between them.

Despite the diversity observed, if matching the replies concerning the difficulties in developing RPL programmes, integrating the lifelong learning courses within the national systems of quality assurance, and developing career guidance services aimed at adult students.

The most noteworthy advances in university policies related to LLL have occurred in the legislative field. Those changes in the legal and cultural framework, aimed to modernise the higher education system and develop universities' lifelong learning programmes, are a great help to complement the commitments of the European Universities' Charter on LLL.

Lifelong learning in the universities: Where have we come from?

Lifelong learning in the Spanish university system started in the 1980s and has been increased and enhanced from the 1990s, adjusting to the training demands of the new student profiles that deviate in age and motivations from the traditional university students: young people between 18 and 24 years studying full time. In the last decade the ULLL has greatly increased the number and type of programmes and services: professional postgraduate pro-

grammes for graduates, specialised courses for professionals, customised training for companies, job placement services and career development, language courses, cultural expansion for the elderly, etc.

ULLL programmes had been developed voluntarily by universities and had been self-financed basically through income from student fees. ULLL has only very recently been integrated into the institutional policies and documents of governments and universities, although up to now, on a whole, they are still only documents that haven't been put into practice.

The implementation of the LLL Charter. National and Institutional Stage. Where we are now?

The strategy of the Spanish universities regarding lifelong learning is basically oriented as part of their Third Mission, like an external activity, mainly addressed to the labour market, through training of professionals. Other lifelong learning programmes such as courses for the elderly or language courses, are not considered as proper continuing education, and do not participate in a joint strategy.

Although the universities organise a huge number of continuing education activities, overall, the concepts of widening access and lifelong learning have not yet extended to the First and the Second Mission of the university, and don't have a central position in the institutional strategies.

The LLL Charter is virtually unknown by most universities and authorities with responsibility in the higher education sector, although most of their commitments have recently been incorporated in the national legislation and policies.

Where are we going?

Key policies and trends.

University Strategy 2015: It is designed to modernise the universities and to bring about structural and cultural change in the Spanish university in the horizon of 2015. Bringing to the forefront a set of actions articulated around four

strategic themes, and situating University Lifelong Learning (ULLL) as one of the two axes of the teaching mission. MECES. (Spanish Higher Education Qualifications Framework) It has been applicable as from the second half of 2010. The introduction of this tool into the Spanish Higher Education System will involve structural and management changes, particularly related to the recognition of prior learning, nowadays very poorly developed in the country. Educational Objectives for the decade 2010-2020. ACTION PLAN 2010-2011: Establish a set of goals for improving education, among which are: the regulation of continuing education in universities and the development of a programme to promote it, a new model of aid including grants and scholarships to widen access for the population with fewer economical resources, and strengthening guidance and counselling services to students.

These policies and action plans show a clear trend towards the incorporation of lifelong learning in the institutional strategy of governments and universities, and describe the tools to expand and facilitate access for adults and workers. But at present they are only plans, and it is unclear how far their implementation will be financed during the next years.

Success factor

Legislation changes: The most noteworthy advances in university policies related to LLL have occurred in the legislative field, with the new law, „LOMLOU“, amending the Universities Act; three executive orders related to the overall organisation of the university education, the academic recognition of the ULLL courses, new ways of access to the university for adults, recognition of prior learning, and the constitution of the council to develop the Spanish Higher Education Qualifications Framework.

Networking: The creation of the Commission for Lifelong Learning within the Universities' General Management, in which the national

ULLL network (RUEPEP) is very active, and has elaborated a guide on lifelong learning in universities. This guide has already been approved by the Council of Universities, and is being used by universities to organise its lifelong learning programmes and its adaptation to the EHEA.

Developing partnerships at local and regional level: Most universities have developed strong partnerships with public and private companies as well as local and regional governments and other stakeholders to develop lifelong learning programmes and services.

Threats and Challenges

The funding of the Spanish University System, needed to develop a Lifelong Learning Strategy, is faced with the reality of the economic recession, which is especially hard in Spain. Faced with the deteriorating economic situation, the Spanish Budget for 2010 reflected the required austerity by the European Commission, and it seems it will be like this for the following years. The huge rate of unemployment in Spain (20%) is creating difficulties for the access to university lifelong learning programmes, as they are financed with revenue from tuition paid by students.

Moreover, this situation may also attract people who need retraining or upgrading their skills to enhance their employability, and it encourages universities to develop new programmes and methods specifically designed to improve their professional profile, and adapt the university programmes to engage returner adult learners. Changes in legal and cultural framework in recent years, aimed to modernise the higher education system and develop universities lifelong learning programmes, are a great help to complement the commitments of the European Universities' Charter on LLL.



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
Legislation concerning ULLL			
"LOMLOU", Fundamental Law which amends the University Act 4/2007,.	The Fundamental law concerning Universities in Spain, amending the University Act 6 / 2001.	The law is firmly committed to harmonize the higher education system within the EHEA; assuming the need for a radical change in the structure and organization of teaching, and incorporating the recognition of qualifications and the LLL.	For the first time the University Act clearly establishes LLL as part of the mission of universities.
Decree (RD) 1509/2008	Register of Universities, Schools and Degrees	Regulates the Official Register of Universities Centres and Degrees, incorporating the possibility of registering the titles of lifelong learning.	For the first time, lifelong learning titles can be recorded in the official register of titles. Involves establishing conditions and criteria, such as verification and certification, to register these titles.
Decree 1892/2008.	Regulates the general conditions of access to university	Defines the conditions of ordinary access for young people and some specific conditions for adults (+25, 40, and 45 years old), including the recognition of their prior learning	It will increase the possibility to attend a more diversified student population
Decree 861/2010, amending the RD 1393/2007	Establishes the organization of university education	Establishes the recognition of credits from LLL courses into the Masters programmes.	Strengthens the academic recognition of lifelong learning
Statute of the University Student (currently under approval)	Regulates the rights and duties of students and their participation in university activities	Contains a specific section on LLL for students	Rank equally LLL students with the rest of university students. Provide ULLL students access to all university services.
Decree 900/2007	Establish the Committee for the definition of MECES (Spanish Higher Education Qualifications Framework)	Regulates the composition of the committee members and their functions.	The government will have a proposal for the Spanish qualifications framework for higher education
National/Regional initiatives			
University Strategy 2015. Ministry of Education.	Government strategy to modernize the Spanish universities in the horizon of 2015.	Brings to the forefront a set of actions articulated around four strategic themes, and situates University Lifelong Learning (ULLL) as one of the two axis of the teaching mission.	Define a policy framework for the development of lifelong learning in universities
Agreement about the Universities and the Lifelong Learning. Universities Council		Describe the characteristics of lifelong learning in Spanish universities and the actions to be taken for its harmonization.	It will facilitate the academic recognition of university lifelong learning programmes, and the interuniversity cooperation in this field.
Action Plan 2010-2011 in education. Ministry of Education	Ministry of Education main Action Plan to improve the public education system.	Is based on 12 main goals to be articulated through various initiatives, programs and measures that will be implemented between 2010 and 2011.	Flexibility of the education and LLL are involved in several objectives, with specific actions to achieve them.
Call - AUDIT AQU The Catalan University Quality Assurance Agency	Accreditation Program of the quality of university studies	It is the first open call for accreditation of ULLL programs.	Integrates the ULLL in the accreditation system of university quality.
Publicacions/Estudis			
Lifelong Learning within the Spanish Universities	Describe the characteristics of lifelong learning within Spanish universities and the actions to be taken for its harmonization. It will facilitate the academic recognition of university lifelong learning programmes, and the interuniversity cooperation in this field.		
The University response to the demand for lifelong learning	It is the first study on the provision of continuing education postgraduate programs of Spanish universities. It also analyzes the level of satisfaction of graduates with the quality of courses and the impact on their employability/career development.		

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	Fundamental National University Law 4/2007
X	X	Decree (RD) 1509/2008
X	X	Decree 1892/2008
X	X	Decree 861/2010
X	X	Statute of the University Student
X	X	Spanish Higher Education Qualifications Framework Committee
X	X	University Strategy 2015
X	X	Universities Council: Agreement about the Universities and the Lifelong Learning
X	X	Action Plan 2010-2011 in education
X	X	http://www.aqu.cat/index_en.html
X	X	Spanish ULLL
X	X	Ministry of Education (currently pending publication) charo.romano@fundacio.urv.cat

GERMANY

University of Hildesheim / DGWF

Erwin Wagner / Katrin Bringmann /
Katharina Ramke / Helmut Vogt

I. Overall national commentary on the collection and analysis of national policy data / Germany

University Lifelong learning (ULLL) in Germany
On the basis of the German constitutional (law) framework there seems to be no coherent strategy for ULLL in Germany. However, Germany abounds in different examples of good practice models that have already been successfully tested. At the same time the multitude of concrete projects in the field of ULLL makes it difficult to keep them straight and to detect one clear, common policy. The reason for this obviously lies in the distribution of competences and responsibilities within the education system which falls primarily within the 16 federal States (Länder). It remains the task of the responsible protagonists in the 16 Länder and in the German federation (BUND) to fill in the framework of the policy paper – each according to its focus on matters of education policy. The passing of the report on lifelong learning in the “*Bund-Länder Kommission für Bildungsplanung und Forschungsförderung*” shows that the responsible protagonists are willing and ready to enhance the development of our German education system.

According to our findings and to results of other organisations and institutions dealing with lifelong learning (e.g. Bertelsmann Stiftung), though, conditions and requirements for ULLL in Germany have been regarded as average in contrast to other European and international countries now. One of the reasons seems to be too poor investments into education at schools and universities.

The Bologna Process, however, has obviously forwarded the development of ULLL in German universities and governments. The constant changes in the labour market and the demographic development in Germany – as in other western European countries – make new demands on the skills and flexibility of individuals. So everyone dealing with ULLL seems to be aware of the significance of a common and target-oriented strategy for the promotion of University Lifelong Learning. Our research results as well as other findings (s. IV sources & links) should be pulled together and with a good cooperation of the BUND and the 16 Länder as well as strong interaction between universities and governments University Lifelong Learning in Germany will become a crucial tool for coping with today’s economically challenging times.

II. The implementation of the LLL Charter: results of our research activities concerning the collection of national policy data (interviews with Germany's 16 Länder) July – September 2010

1.2. Is your institution familiar with the commitments of the LLL-Charter?

1.3 Has your institution been actively analysing and working with the Charter?

More than half of the respondents were familiar with the ULLL-Charter before our interview. Most representatives, however, have not yet involved it actively into their assignment but have worked out their own guidelines according to the subject of ULLL (5 out of 15). So they see the 10 commitments more as a confirmation of their own ideas than as anything new.

1.4 Has the Charter influenced directly or indirectly national policies and regulations?

All interview partners stated that it was not the Charter itself that has influenced their concepts of ULLL, but similar goals of expert circles or project groups dealing with the topic of ULLL. Some say that internal discussions and resolutions resembling the 10 commitments have influenced their State's politics a lot. They name especially the Higher Education Acts ("*Hochschulgesetze*") as well as the so-called "*Qualifizierungsinitiative von Bund und Ländern*" from March 2008 which obviously has had a great impact on the states' politics. Especially Lower-Saxony's Governmental representative claims to lead the way in the field of ULLL since obviously they have the most modern Higher Education Act in Germany. Especially those partners dealing frequently with the topic of ULLL state that the content of the charter is not new and that they've been dealing with it since the 1990s.

2. Looking at the 10 commitments of the LL-Charter

2.1 How far are you accomplishing and implementing those commitments? And what indicators are you applying?

There are quite diverse answers to this question. Still one can say that most respondents *underline commitment no. 2 "Promoting social equity and an inclusive learning society"*. In this context it is important to mention that a speciality in Germany is the so-called "duale Ausbildung" (dual education system). It combines apprenticeships in a company and vocational education at a vocational school in one course. This seems to be unique in Europe and most Federal States claim to have the leading role here – fully in the sense of the ULLL-Charter. In addition, all Federal States have established a wider access to their Higher Education Institutions by accepting people with the "*Meister-Abschluss*" ("Master Craftsman") or people with more than 5 years of work experience.

In addition, the so-called "*Hochschulpakt 2020*" seems to commit the responsible governments to a great deal of the Charter's commitments. Commitment n° 4 "Recognising prior learning", plays an important role for some States, for example Hamburg. Our interview partner also mentioned the Lisbon Convention in this context which seems to facilitate the implementation of n° 4.

Especially in the State of Saarland commitment n° 8 "Encouraging partnerships at regional level with local authorities..." has a great impact on university learning: the cooperation between different regional universities (Universität der Großregion / Université de la grande région) and companies / institutions offers great opportunities in the field of ULLL.

2.2 How satisfied are you with the current process and progress concerning the different aspects of the charter?

The overall opinion here is

- a) The process is too slow and too tenuous; universities simply have other problems to deal with at the moment (implementation and realisation of the Hochschulpakt, “doppelte Abiturjahrgänge” from next year on, BA/MA-change); there is too much lip service and too little realisation and implementation of the ULLL goals.
- b) The topic of ULLL is not important enough at the moment, thus it is being postponed to a later – and more pressing – date.
- c) There should be more job postings in the field of ULLL to take it more seriously as well as more financial support.

Politicians tend to blame universities for not reacting fast and well enough to their institutional framework having all the necessary pre-conditions to implement and publicise their opportunities as to ULLL but not promoting them enough.

2.3 What are/were new regulations/laws/national initiatives which support or hinder the implementation of the LLL-Charter? See 2.2

2.4. Which incentives have you put in place/ can you see that would effectively push the commitments?

- » latest contest “Aufstieg durch Bildung” which has been decided by the German Federal States as well as the German federation. This contest was launched at the end of 2010 and most interview partners have mentioned it.
- » motivation through political appreciation, acceptance and the already mentioned “Hochschulpakt” and “Qualifizierungsgipfel”.

- » sound financial support, more specialised personnel and more economical incentives. Concretely there is the universities’ teachers’ remuneration which should be individually managed.
- » Funding sources (“Fördertöpfe”) should also be invited for LLL-initiatives, not only for the conventional domains of universities, such as research.

2.5. What are / were the success factors to realise the commitments of the LLL-Charter?

- » The Bologna process has to be improved and readjusted so that study conditions can be improved. Especially the allowance of achievement (“Anrechnung von Leistung”) has to be standardised and facilitated in the whole of Germany.
- » Universities having enough financial and mental support while reorganising their degrees and subjects through the BA/MA-process.
- » ULLL is acknowledged as a crucial topic in university policy and is being forwarded into the different faculties.
- » The German initiative “Aufstieg durch Bildung”.
- » Effective networking of all universities for a better counselling and advisory service; also networking between economy and universities in each region.
- » LLL offers that are tailored for specific target groups (like for example the successful cooperation between the Government in Mecklenburg-West Pomerania– University of Rostock and Fraunhofer Institut.)
- » Allowance of prior learning.
- » Universities’ innovativeness and openness according to new groups of students.

2.6. What are/were major obstacles that hinder the realisation of the different aspects of the charter?

- » opportunities offered by ULLL are not familiar and not at all well-known to the public and neither to a great part of teachers and employees at universities.
- » universities are not ready to deal with any other than first degree students (“Primärstudium”).
- » little financial support is mentioned by nearly every interview partner. Also the salary regulation at German universities is difficult since it doesn’t allow full and associate professors to commit themselves to LLL-courses.
- » “Academic habitus” of university staff.
- » To conclude it seems to be in unison, that especially the mentality of universities has to change – otherwise they will have to deal with empty universities in a couple of years. (“Rethinking is necessary!”)

3. Overall, looking at the complete LLL-Charter

3.1. Which of the 10 commitments do you consider to be most important (TOP 5) and why?

TOP 1: Commitment 2 (Promoting social equity and an inclusive learning society)

TOP 2: Commitment 5 (Recognising prior learning)

TOP 3: Commitment 9 (Informing and encouraging citizens to take advantage of lifelong learning opportunities offered by universities)

TOP 4: Commitment 4 (Supporting the development of appropriate guidance and counselling services)

3.2. Where do you see the greatest need for change, what are the greatest challenges and why? See 2.6 and 3.1

3.3. What are / were important regulations/laws/national initiatives that you would consider as important milestones / best practice which support LLL at universities?

- » “Hochschulpakt”, special support („Förderprogramme“) to invite and promote more migrants to universities (e.g. Bremen);
- » open access and inclusive learner society seem to be the most important keywords in this context. Especially in Mecklenburg-West Pomerania the „Hochschulrahmengesetz“ is being modernised so that the interview partner hopes that more open access will be anchored.
- » “Qualifizierungsinitiative für Deutschland” from 2008;
- » Bologna guidelines are being considered as important milestones. Especially in Lower-Saxony the interview partner mentioned two universities that serve as a standard for all universities in Germany: “University of Lüneburg” and “University Oldenburg” dealing very successfully with the field of ULLL.

4.1. Key Issue Finance: How do you think about financing LLL for Universities?

The overwhelming majority of the interview partners think that ULLL should be liable to pay costs. It should be organised under private law and should finally be self-financed – either by the single student or by companies. Another statement notes that ULLL should be a source of finance that the universities themselves are to arrange.

4.2 In the current policy context of your country, how would you describe the priority that is given to LLL?

- » Verbally very high, but implementation and realisation are being a long time coming. Most partners admit that unfortunately the topic has not enough priority and that therefore the progress is too slow. Too much lip service, too little action! Universities' main problem at the moment is that they have to deal with other, more urgent issues and challenges.
- » It is unfortunate that the publicity of ULLL in Germany does practically not exist: to the public, the whole topic and its vast opportunities are practically unknown.

4.3. How would you describe the relation between European and national policies on LLL?

Most interview partners have no information as to other countries according to ULLL. There is a vague knowledge about Great Britain, France and Scandinavian countries like Denmark and Finland. These countries are mostly seen as well-developed and thus more successful in the field of ULLL. All partners are very interested in the COMPASS results because they would like to have a better survey on the topic in Europe and they would like to learn from other European countries.

4.4 If you create a timeline, how would a future roadmap for the next 10 years for national LLL-policies look like?

The dramatic demographic change which is already perceptible right now is going to force universities – and governments – to improve and reinforce the approaches to ULLL – this is the overall evaluation. Concretely partners mention a period of 5-10 years. After that time universities in Germany will be obliged to do more in

the field of ULLL if they want to have a decent number of students.

5. Evaluating comments & reflexions

Interview partners were all very open to the topic of ULLL – they all see this as an important topic, the challenge of the 21st century and would like to reinforce its implementation. Also the cooperation with each State's universities seems to be successful. However, it is interesting that the Governments' representatives in this topic are persuaded to have given adequate preconditions and now pass the buck to the countries' universities.

III. Links / Sources

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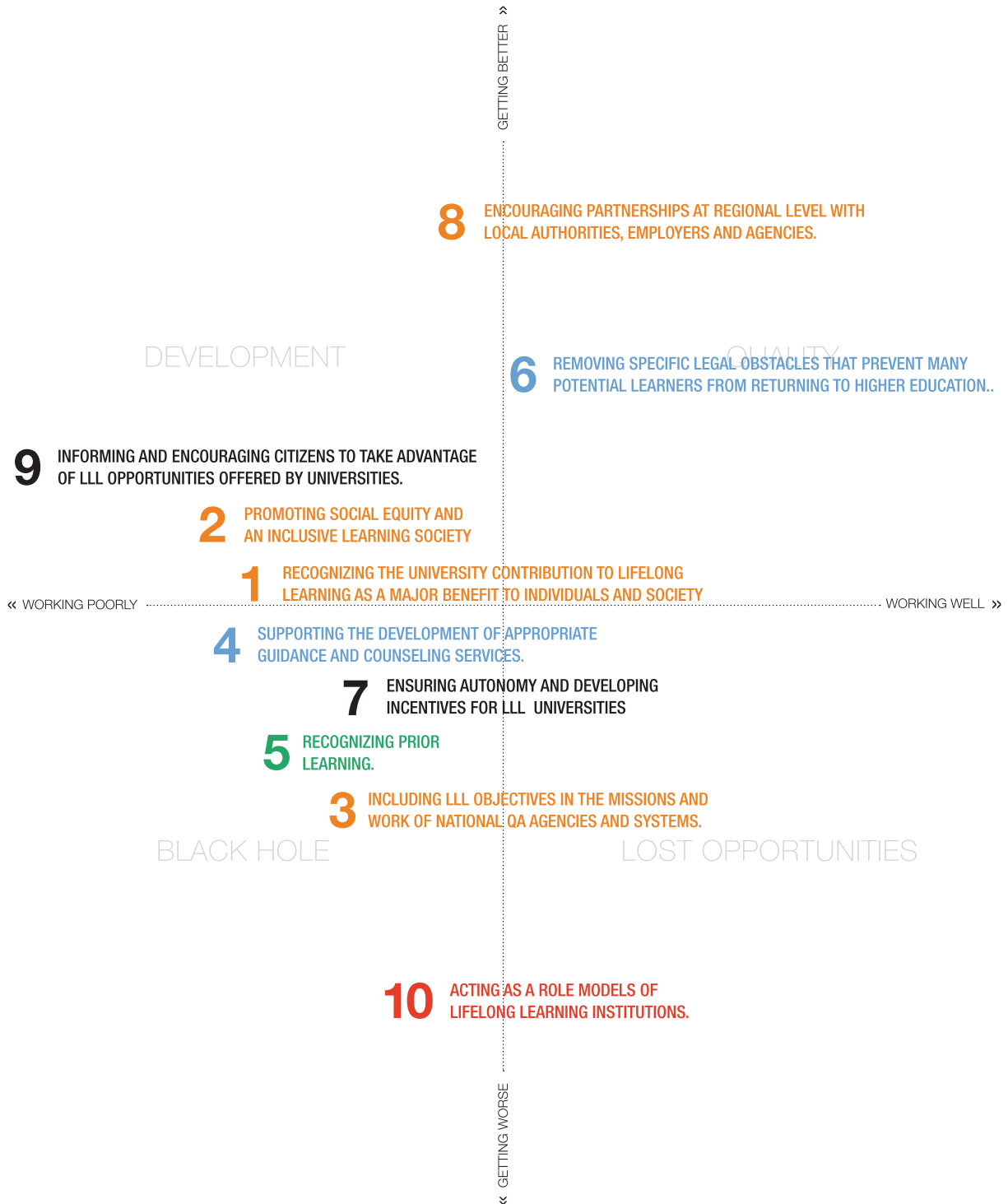
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*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
Hochschulpakt 2020 „Universities’ agreement 2020“	Treaty between the German Federation and the federal States (Ländern) to invest more than 5 billion extra into German universities and their quality management by 2020.	The treaty is supposed to make German universities more competitive and to prepare them for increasing numbers of students by 2020. The following services / aspects are included: » enhance number of teaching personnel » improve and enhance universities’ infrastructure » intensify universities’ commitment efforts of advising and attending their students as to their choice of studies and start of career. » create better basic conditions for part-time studies	Universities’ openness to increasing numbers of students. Improvement of study conditions as well as intensification of research due to a more effective funding system (“Programmpauschalen”)
Competition „Aufstieg durch Bildung: Offene Hochschulen“ „Promotion through higher education“	On the occasion of the “National Summit of Education 2008” (22. Oct 2010) in Dresden the German Federation and the federal States (Länder) have decided upon a competition in favour of better permeability between vocational and academic education. Additionally, they have resolved upon the upgrading of ULLL at universities.	» Universities offering innovative and demand-oriented concepts can get initial funding for their design and development of available courses of study. » Universities are to develop custom-fit study offers for new target groups such as qualified employees. » There are special supportive measures like ○ „Aufstiegsstipendium“ ○ „Meister-BaföG“ ○ promotion of extra-occupational courses.	» higher permeability between vocational and academic education; » to mobilize and protect qualified workers programmes; » arranging ULLL structures and a sustainable implementation of best-practice advanced training concepts; » shaping universities’ scientific profile as to further education; » stabilization and consolidation of cooperating universities, research facilities, companies and other regional institutions.
Forschungsprogramm: Quartäre Bildung „research“	The German „Stifterverband“ (=Association for the Promotion of science and Humanities in Germany) is developing vital/central questions as to quality development & strategic recommendation for Germany’s educational policy. The „Stifterverband“ supports the project with a total of 380.000 Euro.	» from 2007-2008 the „Stifterverband“ carried out empirical studies to analyze the economy’s demand for continuing / further education offered by universities; » from 2009-2010 four selected business companies in cooperation with four universities developed a custom-made further education-concept. » central questions as to quality development and strategic recommendation.	To develop a concept aiming at the development of further education for professionals on a higher quality level and with better comparability.
German Qualifications Framework for LLL	The Federal Ministry of Education and research (BMBF) and the Conference of German cultural ministers (KMK) want to develop a common German Qualifications Framework (GQF) for LLL. Involved into the development of GQF are institutions of higher education and vocational training as well as experts from the field of social studies.	» GQF is supposed to take into account the characteristics of the German education system; thus the framework is to contribute to an adequate evaluation and comparability of qualifications and degrees in Europe. » the German qualifications system is supposed to become more transparent and shall back up the reliability and permeability as well as quality management of the German system. » thus, the acknowledgement of qualifications and degrees taken in Europe is to be simplified and reinforced.	» formal qualifications in the fields of school education, vocational training and further education are being involved; » furthermore, results of informal education are supposed to be taken into account. » results and proceeds are being regenerated all the time to the affected institutions and committees. The purpose is to publicize the results to a broader professional audience.
Exzellenzinitiative „Excellence Initiative by the German Federal & State Governments to promote science and research at German universities“	Due to financial support (2,7 Billion €) the Excellence Initiative by the German Federal & State Governments to promote science and research at German universities promotes the interdisciplinary cooperation in universities and between universities, external research institutions and economy.	The German Federation and the federal States (Länder) will » support Germany as a centre of science and research effectively » improve Germany’s international competitiveness » strengthen state-of-the-art research at German universities.	Developing state-of-the-art research projects as well as the overall quality of Germany as one diversified leading university campus in Europe. Especially gender equality and life-work-balance respectively reconciliation of work and family life will be investigated.
Campus der Generationen- Ältere Erfahrung trifft Herausforderung „Older generation Campus – experience meets challenge“	Project at the University of Potsdam in cooperation with diverse companies; the aim is the placement of older academics being out of work into academic education.	The project is supposed to show the potentials of our „generation 50+“ in order to enhance their chances of employability. It is to develop more sensibility for demographic trends and shall enhance the sensibility for job-related interests of the elder generation. Concepts for ULLL are to be developed.	• participants are involved for 6 months into creative, academic and project-work and are thus connected with the university. •in mixed-aged heterogenic groups they work on innovative and current tasks for local companies.

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
<p>In the first phase of the „Hochschulpakt 2020“ universities can allow an additional number of 91.370 first-year students compared to 2005. In addition, special programmes are supposed to intensify and support financially more research projects in Germany universities.</p>	<p>First phase: 2007-2010 Second phase: 2011- 2015 Planned by 2020</p>	<p>http://www.bmbf.de/pub/verwaltungsvereinbarung_hochschulpakt2020.pdf http://www.bmbf.de/de/6142.php http://www.hrk.de/de/brennpunkte/3377.php http://www.che.de/downloads/CHE_AP118_Laenderberichte_Hochschulpakt.pdf</p>
<p>For the financial support of this competition the German Federation (BUND) provides a total of 250 billion Euro; the federal States (Länder) guarantee the total financing of the project.</p>	<p>2010- 2018</p>	<p>http://www.aufstieg-durch-bildung.info/de/467.php http://www.bmbf.de/de/12676.php http://www.gwk-bonn.de/index.php?id=266</p>
<p>In 2009-2010 within the framework of the reasearch project "Modellhafte Lösungsansätze für Qualität und Transparenz in der quartären Bildung" ("exemplary approaches to develop better quality and higher transparency in quaternary education") the „Leuphana Professional School-Lüneburg“ (Lower-Saxony) has developed a concept for ULLL.</p>	<p>2007-2010</p>	<p>http://www.quartaere-bildung.de/index.html http://www.stifterverband.info/wissenschaft_und_hochschule/hochschule_und_wirtschaft/quartaere_bildung/index.html</p>
<p>In 2007 the „German qualifications Framework (GQF)“ has been introduced in order to create a broad basis for successful cooperation between different stakeholders.</p>	<p>2006- 2010</p>	<p>http://www.deutscherqualifikationsrahmen.de http://www.bmbf.de/de/12189.php</p>
<p>Dynamic development of the program. On the basis of graduate schools and clusters of excellence the number of scientists has doubled (from 1503 in spring 2008 to 3068 persons now).</p>	<p>2006- 2017</p>	<p>http://www.bmbf.de/1321.php http://www.exzellenz-initiative.de/ http://www.wissenschaftsrat.de/arbeitsbereiche-arbeitsprogramm/exzellenzinitiative/</p>
<p>Federal State Brandenburg, University of Potsdam project.</p> <p>Through the cooperation of University and local companies participants of the study could be educated systematically and successfully.</p>	<p>2008-?</p>	<p>http://www.campusdergenerationen.de/index.php http://www.innovations-report.de/html/berichte/gesellschaftswissenschaften/campus_generationen_universitaet_potsdam_sucht_127421.html</p>

PORTUGAL

University of Porto / AUPEC

Alfredo Soeiro

Summary of National Report

A. References to and engagement with the National Network and Ministries

The Portuguese network (AUPEC – www.aupec.pt) was contacted through its members to participate in the survey and receive information of actual developments of the COMPASS project. Last reports will be disseminated among its members. It was requested the intervention of the president of the network (Universidade Técnica de Lisboa) to represent the project in Portugal for official interviews but without success. The minister of Higher Education and the LLL agency (www.proalv.pt) were asked to cooperate but there were no answers.

B. Synthesis of your own national report and key points

The National Lifelong Learning Strategy is also present in the priorities and policies for Higher Education in Portugal. These aim, for instance, at diversifying learning opportunities, as well as attracting new publics and ensuring integration and qualification of Portuguese HE institutions within the European area. There are incentives created to recruit new students through coordination with banks to provide at low rates loans to students that are willing to attend HE. Some courses were created in the technological area aiming at qualifications of level 5 of the EQF. It was also created

the possibility of access to HE to adults over 23 years with no formal qualifications and with recognition of informal and prior learning through exam, portfolio and interview.

C. References to the Interviews which were undertaken

The sole interview was made with the Vice-Rector of the Universidade do Porto, Prof. Maria de Lurdes Fernandes. The interview reflects the actual and future plans of the university. The interview also reflects the constraints placed by the legal situation, the government policies and the social and economic context that conditions the activities of LLL in Portugal. Official requests were made to obtain interviews with the Ministry of Higher Education and with the LLL Portuguese Agency but without success even using different channels to obtain these answers. It is unfortunate but reflects the interest of current government in the issue of LLL in universities.

D. Outlook of the key message and the recommendations

There is no real policy of LLL for universities in Portugal. Measures are dispersed and respond to immediate concerns and problems. A clear indicator is the amount of funding that universities receive for LLL that is practically non-existent. There is a clear difference between the public rhetoric and the implemented measures. Neither

the universities nor the governments have taken concrete steps to implement LLL. Companies answer organising themselves LLL (academies, knowledge management) with the cooperation of HE professors or with employment of foreign training sources. Main recommendation is that a system of indicators is set to reflect the involvement of universities in LLL (e.g. project E3M – www.e3mproject.eu) and do not use public rhetoric as measurement of LLL development.

E. Overview of the key sources used for the analysis

Agência para a Aprendizagem ao Longo da Vida; Description – Agency created to coordinate the European LLL programs; <http://www.proalv.pt/> Espaço Europeu de Aprendizagem ao Longo da Vida; http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11054_pt.htm

Associação das Universidades Portuguesas para a Educação Contínua; <http://www.up.pt/aupec>

National and Institutional Implementation of the LLL – Charter (Source: National Reports 2007 and 2009 “Education and Training 2010)

In its transversal dimension, the National Lifelong Learning Strategy seeks to reach every age group and to include every form of education, training and learning in formal, informal and non-formal environments, thereby justifying the definition of Lifelong Learning (LLL) as a culture in which every citizen learns “from the cradle to the grave”. Portugal has thus decided to invest in the qualification of the Portuguese population, by promoting a lifelong learning culture that reduces the existing deficit of qualifications, increases equity, stimulates and responds to the need to strengthen innovation and entrepreneurship, and reduces the disparities in competencies in the labour market.

A number of initiatives have been launched in response to all these challenges, which involve

the low level of qualification of the active members of the Portuguese population, like the New Opportunities Initiative, which has established the following goals:

- a) Make the 12th year of school attendance the minimum threshold reference of training.
- b) Negotiate with social partners to create the conditions needed to make it viable for active employed people to participate in training.
- c) Promote the use of ICT within the context of LLL methods.

The National Lifelong Learning Strategy is also present in the priorities and policies for Higher Education in Portugal. These aim, for instance, at diversifying learning opportunities, as well as attracting new publics and ensuring integration and qualification of Portuguese HE institutions within the European area. There are incentives created to recruit new students through coordination with banks to provide at low rates loans to students that are willing to attend HE. Some courses were created in the technological area aiming at qualifications of level 5 of the EQF. It was also created the possibility of access to HE to adults over 23 years with no formal qualifications and with recognition of informal and prior learning through exam, portfolio and interview.

Key policies, trends and factors

The government has created an agency for LLL (<http://www.proalv.pt/>) in 2008 that is managed jointly by the Ministries of Education, Higher Education and Labour. This agency was created as the result of the European policy on LLL. However, most of the European and national funding for LLL is managed by the Ministry of Labour. It has a large institute IEFP (www.iefp.pt) that has practically the monopoly of the public funding for LLL. This institute, that is self-regulated, addresses training for levels 1 to 5 of the EQF. One of the major actions of IEFP is to promote training and salaries to unemployed so they may acquire

new competences. The HE sector does not receive funding from its ministry for LLL programmes. This is a major obstacle to promoting LLL within HE sector since there is no financial support. There were, in the past, several initiatives from universities that created their own programmes and courses for LLL around the beginning of the century. An association was formally created in 2001 consisting of the public universities: AUPEC – Associação das Universidades Portuguesas para a Educação Contínua (www.up.pt/aupec). Due to the increasing financial constraints, as a consequence of the constant public financing, universities have practically abandoned their involvement in the LLL area. Most of the existing activities derive from private funding or from European projects. There are statements and declarations from university administrations but they these are mostly rhetorical and politically correct. In the near future it is not expected that there will be a major change in the LLL policies of the universities. The major factors hindering the adoption of the LLL Charter are the lack of public funding for LLL, lack of a national policy that includes HE in LLL, and lack of mandatory periodic LLL in regulated professions. The two first factors will not change in the immediate future but it is expected that the national professional bodies may follow the trend of requiring periodic updating of the members competences.

Summary

The LLL Charter is not a priority among the HE sector. It is fundamentally due to the lack of specific funding and of proper policy for LLL in HE. Some sectors of HE, not relevant in numbers, have dedicated structures that perform LLL but HE institutions are far from becoming LLL institutions. There were two EUCEN conferences in Portugal in 1993 and in 2003 with participation of the HE sector and of the government. It is expected that the next Forum about LLL organised by the Universidade Aberta (Open University) in Lisboa for 12 and 13 October may reignite the debate and relevance of LLL in the HE sector.

Sources

Title – Agência para a Aprendizagem ao Longo da Vida; Description – Agency created to coordinate the European LLL programmes; Summary – N/A; Impact – Coordinates the information about the LLL programmes and proposals; Dissemination/Success – N/A; Dates - 2008;

<http://www.proalv.pt/>

Title – Espaço Europeu de Aprendizagem ao Longo da Vida; Description – Synthesis of the European Legislation about LLL; Summary – N/A; Impact – Provides a concise description of the LLL in Portuguese; Dissemination/Success – N/A; Dates - 2009; http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11054_pt.htm

Title – Associação das Universidades Portuguesas para a Educação Contínua; Description – Legal organisation with 14 public universities and the Catholic University presided by Technical University of Lisboa; Summary – N/A; Dissemination/Success – N/A; Dates- 2001; www.up.pt/aupec

Title – Conferência Internacional sobre a Aprendizagem ao Longo da Vida; Description – LLL in HE, LLL and distance learning, LLL and competence recognition and LLL projects; Summary – Two days of presentations from Portuguese and foreign experts in LLL; Impact – N/A; Dissemination/Success – N/A; Dates – 12 and 13 October 2010; <http://www.uab.pt/web/guest/estudar-na-uab/oferta-pedagogica/alv>

Title – Working Reports “Education and Training 2010” Portugal; Description – Overview in Portuguese (2009) and in English (2007) of the changes occurred in the education system including HE; Summary – N/A; Impact - Public; Dissemination/Success – N/A; Dates – 2007 (EN) and 2009 (PT); http://ec.europa.eu/education/lifelong-learning-policy/doc/nationalreport08/pt07_en.pdf http://ec.europa.eu/education/lifelong-learning-policy/doc/natreport09/portugal_pt.pdf

Title – Framework of Higher Education Qualifications; Description – Overview of the HE system in Portugal; Summary – N/A; Impact – N/A; Dissemination/Success – N/A; Dates - 2009; http://www.mctes.pt/archive/doc/FHEQ_in_Portugal.pdf



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

UK

University of Leicester / UALL

John Benyon / Jackie Dunne

Background – Universities and Lifelong Learning in the UK

Universities in the United Kingdom have been involved in adult education since the 1870s when the university extension movement developed the idea of ‘extra-mural’ university teaching. Cambridge, Oxford, and London universities were at the forefront of this early form of what is now called lifelong learning. In the period after the First World War a number of other universities committed themselves to more adult education outreach work. Both Leicester and Nottingham universities established departments of adult education in the 1920s. This work was based on the idea of liberal adult education for personal development and enrichment. A central belief was that universities had a duty to reach out into their local communities.

The further development of universities’ role in adult education was encouraged by central government which set up the ‘responsible body’ (RB) system that provided ring-fenced funding for a number of universities that were given RB status. This system ensured that adult education in a designated number of universities was encouraged to develop, and had the guaranteed funding to do so, and this arrangement continued until 1989 when the Conservative

government decided to ‘mainstream’ the funds. Since then the story of lifelong learning in universities in the UK has been much more mixed. The Labour government which was elected in 1997 came into office with what appeared to be a strong commitment to lifelong learning. The government published a discussion (‘green’) paper in early 1998 with the title *The Learning Age*. The Foreword was written by David Blunkett, the government minister with responsibility for education:

Learning is the key to prosperity – for each of us as individuals, as well as for the nation as a whole... learning throughout life will build human capital by encouraging the acquisition of knowledge and skills and emphasising creativity and imagination. The fostering of an enquiring mind and the love of learning are essential to our future success... As well as securing our economic future, learning has a wider contribution. It helps make ours a civilised society, develops the spiritual side of our lives and promotes active citizenship. Learning enables people to play a full part in their community. It strengthens the family, the neighbourhood and consequently the nation. It helps us fulfil our potential and opens doors to a love of music, art and literature. That is why we value learning for its own sake as well as for the equality of opportunity it brings.

This may be taken as a powerful and succinct statement of what a true policy of lifelong learning should aspire towards and of the benefits of lifelong learning for individuals, communities and wider society. Unfortunately, within a few years the Labour government had adopted a much narrower and more prosaic conception of lifelong learning as being largely if not solely concerned with skills and the economy. This remains the predominating view of lifelong learning in government quarters, including the role of higher education, although the new coalition government which was elected in 2010 has made some encouraging noises about a broader conception of lifelong learning, including liberal adult education. However, this has not been accompanied by any increase in funding – quite the reverse.

National network and ministries

The national network for higher education in the UK is the *Universities' Association for Lifelong Learning (UALL)*. It was founded in 1947 as the Universities' Council for Adult Education and included those universities which had responsible body (RB) status as providers of adult education. It later became the Universities Council for Adult and Continuing Education (UCACE) in 1981 and subsequently adopted the name the Universities' Association for Lifelong Learning (UALL) in 2006. It now involves a wider range of university and higher education providers of continuing education including many involved in working with employers and continuing professional development activities as well as accredited and non-accredited liberal adult education courses.

Jackie Dunne, one of the UK researchers working on this project, is also Secretary of the Universities Association for Lifelong Learning. The researchers have thus been well-placed to secure the active involvement of UALL in all aspects of the research. This has helped to inform the COMPASS research and also to

publicise the survey and thereby increase the response rate.

Both John Benyon and Jackie Dunne have good relations with some of the key ministries and other bodies involved in guiding universities and lifelong learning in England. These include the *Department for Business, Innovation and Skills (DBIS)* which has had responsibility for universities since the demise of the *Department for Innovation, Universities and Skills (DIUS)* in 2009. Other important bodies in this field include the *Quality Assurance Agency (QAA)*, the *Higher Education Funding Council for England (HEFCE)*, and *Universities UK (UUK)*.

In both Wales and Scotland lifelong learning in universities is a devolved matter with a different funding regime. In both countries the administrations have also developed policies which see lifelong learning in higher education as primarily about business, employers and the economy. The Welsh Assembly Government published *For Our Future: The 21st Century Higher Education Strategy and Plan for Wales* in November 2009. This set out a view for higher education in Wales based on 'social justice' and 'supporting a buoyant economy', emphasising partnerships with employers and businesses. The Scottish Government published the final report from the Joint Future Thinking Taskforce on Universities in November 2008 with the title *New Horizons: Responding to the Challenges of the 21st Century*. This report saw a role for universities in assisting the economy through higher skills and also in being a key sector of the economy in their own right. However, there also appears to be a broader view of lifelong learning in Scotland, including a role for universities in providing more traditional liberal adult education.

National Report and Key Points

The interviews, documentary analysis and results from the questionnaires have shown that there is a lack of knowledge and information about the European Universities' Charter on Lifelong Learning in the United Kingdom. This is also the case for the ten commitments by universities and the matching ten commitments for governments. Progress on implementing the Charter and the commitments in the United Kingdom, particularly in England, has been fitful and unfocused and in some respects lifelong learning in UK universities has gone backwards since the Charter was published on 24 October 2008.

In summary, the UK report found the following:

- » The EUA LLL Charter and the 10 commitments are not very well known in the UK by practitioners and policy makers and also by many in universities themselves.
- » UUK (Universities UK) has a 'Europe and International Unit' which represents universities in these issues, and whilst progress on Bologna generally has been at an advanced level, information and awareness about the European Universities' Charter on Lifelong Learning is low.
- » Universities are more focused on economic growth, skills and employment, although social mobility and widening access are also high on the political agenda. Some sorts of lifelong learning activities are important but not a particular funding priority. The removal of funding for equivalent or lower level qualifications (ELQ) in HE is an example of this. Traditional liberal adult education is not supported by the government and funding is a growing problem for universities.
- » British universities are facing massive financial cuts and this has resulted in the closure of some lifelong learning departments. This is continuing amidst a broader prioritisation

of activities. The Browne Review of fees and funding, published in October 2010, recommended large increases in student fees, and the British government has said it will allow these to go up to £9,000 per student per year.

- » In Scotland and Wales the funding regimes are different but the tendency towards seeing universities as servants of the economy is similar. The huge rise in student fees in England has not yet been introduced in Scotland.
- » Lifelong learning in the UK is generally being viewed narrowly as being about employment and the skills agenda and the British government is not really taking the EUA Lifelong Learning Charter heavily on board.

Key Sources used for the Study and Interviews that were Conducted

The study used a number of *reports and documents* as a starting point for the study. These are listed in the table in the research template. The documents include the Leitch review of Skills (2006), the 2008 DIUS government report on Informal Adult Learning – Shaping the Way Ahead, the government policy paper on Unleashing Aspiration (2009) and the report of the Browne Review (2010). Other documents that were used included papers from the Welsh Assembly Government and the Scottish Government, the report of the inquiry into the future for lifelong learning called Learning Through Life (2009), and reports on ELQs, Lifelong learning Networks and funding for Employer Engagement.

In addition, data from the online survey were examined and informal discussions were held with a number of colleagues through the *Universities Association for Lifelong Learning (UALL)*. Papers from UALL were also helpful. Interviews were conducted including one with a key respondent from the *Department for Business, Innovation and Skills (DBIS)*. In preparation

for his interview, he consulted a number of his colleagues in his department thereby widening the scope of the investigation. Interviews were also held with respondents in the *Quality Assurance Agency (QAA)*, the *Higher Education Funding Council for England (HEFCE)*, and *Universities UK (UUK)*. In all cases anonymity was promised to the respondents to allow them to speak openly and freely and without inhibition.

Key Findings and Recommendations

In conclusion, the key message from the United Kingdom is far from encouraging. The European Universities' Charter on Lifelong Learning set out ten commitments for universities and governments to advance more effective lifelong learning in Europe's universities. It called for concerted action from governments to provide the necessary legal environments and funding. It stated that universities should be valued for their contribution to lifelong learning and that should not be seen as a minor addition to the role of universities but of central importance. Significant financial investment was needed. Indeed, the Preamble to the Charter stated: 'there is an urgent need for debate on how lifelong learning provision that will be of benefit to individuals, employers and society as a whole can best, and most fairly, be funded'. In the United Kingdom, particularly England, this has not happened. University funds have been cut and new obstacles to the provision of lifelong learning in higher education have been set in place, such as the English policy on equivalent or lower qualifications (ELQs). This resulted in the removal of any public funding for people who want to study a course at a university but already have a higher education qualification, such as a degree, at an equivalent or higher level. This has led to a very large rise in some fees and the complete removal of many courses which are no longer sustainable. This is just one example of where the provision of lifelong learning activities in British universities has gone backwards in the last few years. Alas, the European Universities' Charter on Lifelong Learning has had little or no effect.

One reason is that many people, in government ministries and agencies and in universities themselves, are unaware of it. The Charter and the two sets of ten commitments may in themselves be excellent but while they are largely unknown they will have little effect. Much greater efforts are required to publicise the Charter and its proposals. Much more energy needs to be invested in explaining the benefits of university-level lifelong learning – not just for employers and the economy but for individuals, social capital and the wider society. As the Preamble to the Charter points out – Europe needs more inclusive and responsive universities which are able to cater for the 'growing demand for personal development opportunities through the cultural enrichment that universities offer'. The recommendations flow from these findings and analysis. Much more work is needed in the United Kingdom to publicise the Charter and the commitments. Greater efforts are needed to promote lifelong learning in universities and to persuade governments of the wider benefits that would flow from increased investment, particularly in light of demographic change and the ageing society, increased global competition, growing anomie and social fragmentation and the pace of technological change. In addition, much more research is needed into the extent and trends of lifelong learning activities in European universities and to understand the benefits of and barriers to lifelong learning in higher education.

The impact of the European Universities Association (EUA) Lifelong Learning Charter: a view from the UK

The Department for Business, Innovation and Skills (DBIS) is the government department responsible for universities. It was created in 2009 to replace the Department for Innovation Universities and Skills (DIUS). The response to the interviews from DBIS confirmed that the EUA Lifelong Learning Charter is not seen as being central to UK government policies, but

that it is broadly in line with what is happening in the UK HE sector. It was also acknowledged that in recent years the strength of the economic case for skills has been seen as the only case for investment in learning and has tended to overlook the social and cultural benefits of learning to individuals, families and communities and the government does seem to recognise that concentration on the utilitarian aspects of learning excludes valuable activity and many people. Higher education institutions in the UK are autonomous, even where they are publicly funded, and so it may be the case that they enjoy greater freedom than their European counterparts when delivering their academic programmes.

One way in which universities can be incentivised is through the HEFCE grant letter which points to priorities for English universities and institutions are also subject to quality assurance inspections by the *Quality Assurance Agency (QAA)*, which has had a significant influence on the development of European standards and guidelines. QAA follows the national strategy with regard to the Bologna Process (i.e. that followed by the High Level Policy Forum). They also try to assist in helping facilitate discussion in areas such as integrated Masters programmes which have problems with recognition in terms of the perceived Bologna 3+2+3 framework. They also work closely with UUK. There is not a high level of awareness at QAA of the EUA charter.

In December 2006 Lord Leitch produced the final report from his review of skills, having been tasked with considering the UK's long-term skills needs. The report presented an ambitious and challenging vision for the UK to become a world leader in skills, seeing 'skills' as the 'most important lever within our control to create wealth and to reduce social deprivation' (Leitch 2006). One of the important messages for universities in the report was that it was claimed that over 70% of the 2020 workforce had already completed their compulsory education,

and that future skills demand was likely to be for learners in employment, studying part-time and via flexible, work-based routes. This pointed towards a need for significant change in the way in which universities might deliver courses in the future and was just the beginning of a rapid and substantial shift in focus for the higher education sector and its increasingly perceived role as a vehicle for economic development and the delivery of skills and 'economically viable' subjects. This was followed by the *Higher Education Funding Council for England (HEFCE)* investing in a series of *Employer Engagement* pilots in universities, with funding over a 3 year period to develop new curriculums with employers, with employers also contributing to the costs of development and delivery. This is part of a wider move to increase HE income from employers which so far appears to have had limited success.

Supported and funded by HEFCE, *Lifelong Learning Networks (LLNs)* have brought together higher and further education institutions across a city, area or region to offer new progression routes into HE for vocational learners. LLNs are a key driver for improving progression opportunities for learners on vocational programmes, including those currently in employment, putting them on the same footing as those following more traditional academic pathways. They do this for example through formal agreements that they put in place to ensure progression; support for learners within the participating institutions; and appropriate curriculum adjustments. The work of LLNs is also important in the context of progression routes for those who have studied for the new 14-19 Diploma. HEFCE has provided around £106 million to support 30 LLNs, spanning 120 higher education institutions and over 300 further education colleges in England, achieving almost national coverage. This initiative came to the end of its funding in 2010–2011.

In September 2007 the government announced its new policy on Equivalent or Lower Qualifications (ELQ).

From 2008, it withdrew £100m of funding for students studying for a higher education qualification equivalent to, or lower than, a qualification (ELQ) that they had already been awarded. These plans appeared to contradict the government's focus on widening participation and social mobility, as well as the re-training and skills agenda, threatening to impact particularly on universities offering courses to adults and part-time students. The government justified their stance on the basis that funding should primarily be available to those who had yet to achieve undergraduate level education, and on the grounds that public financial support for such duplicate provision is unreasonable. It has not been adopted in Wales and Scotland. Whilst there were some exemptions agreed, such as foundation degrees, the overall impact of ELQ on adult education has been severe and highly damaging, with universities looking at ways of mitigating these funding losses. Some institutions have taken decisions to cut courses, where there are high proportions of ELQ students, or increase fee levels and the longer term impact of this policy is not yet fully known.

2009 saw the publication of *Higher Ambitions: The future of universities in a knowledge economy*, Business Secretary Lord Mandelson's new framework for higher education, in which he set out a vision for a world class higher education system. The report did nothing to reverse the increasing importance placed on university collaboration with business and at the same time it also placed a growing emphasis on research excellence, impact and plans for concentration of research in a small number of institutions. Surprisingly perhaps, the report did also place significant emphasis on 'wider and fairer access to higher education' and also highlighted the likely growth in part-time higher education and the importance of adult learners. Although

commissioned by the outgoing Labour government, the report claimed to have cross-party support, so the messages have been taken fairly seriously by the sector, as representing a probable direction of travel for universities. It has the appearance of a UK-wide document, although interestingly parallel documents have been produced by Welsh and Scottish governments.

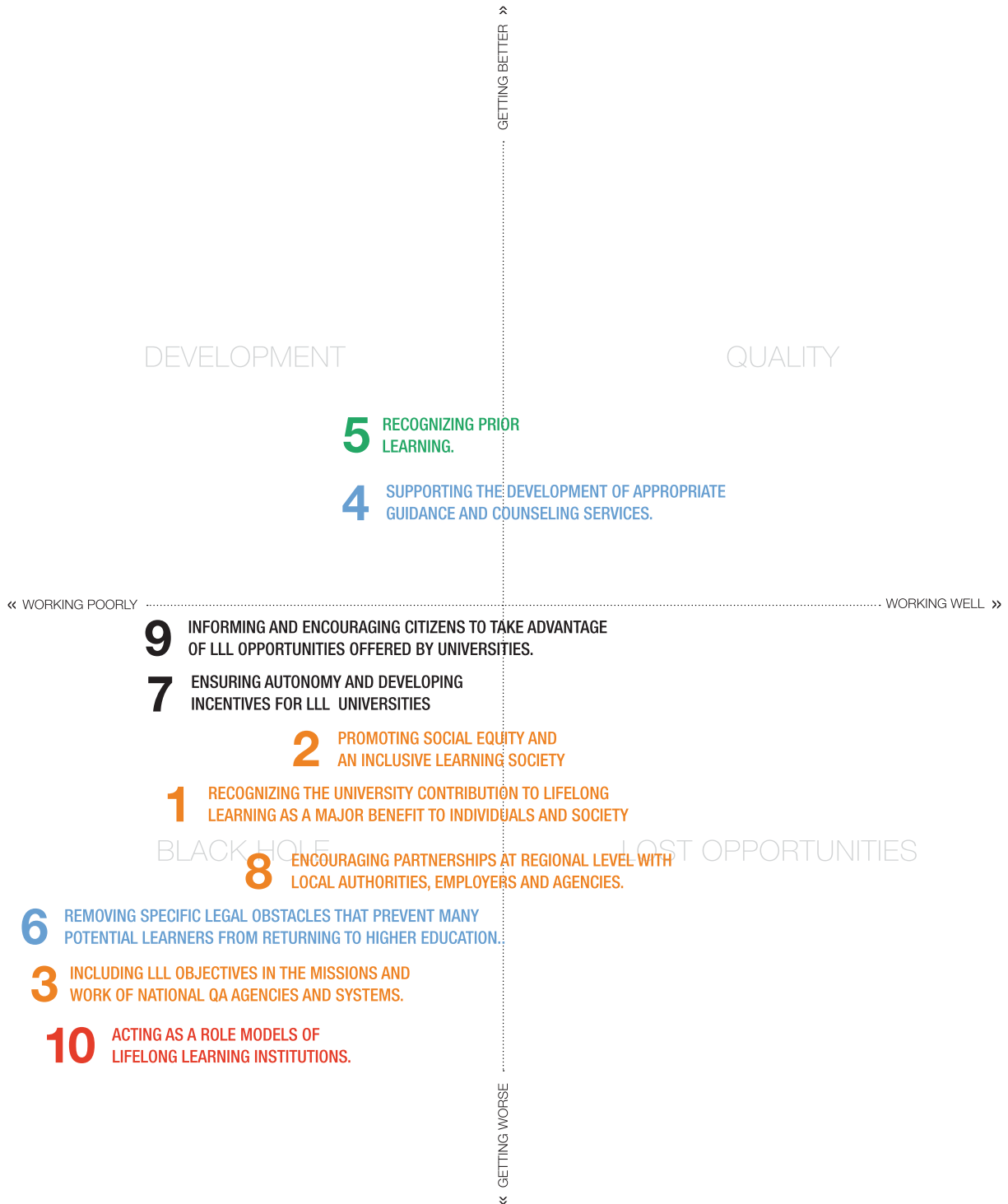
Universities UK (UUK) is the representative organisation for the UK's universities. Together with Higher Education Wales and Universities Scotland, its mission is to be the definitive voice for all universities in the UK, providing high quality leadership and support to its members to promote a successful and diverse higher education sector. The UK sector-wide Europe Unit was launched in January 2004 in response to the growing body of European legislation and policy initiatives currently affecting UK higher education and is now 'The Europe and International Unit'. It is funded by Universities UK, the three higher education funding councils for England (HEFCE), Scotland (SFC) and Wales (HEFCW), the Quality Assurance Agency (QAA) and GuildHE. The Unit works closely with the Department for Business, Innovation, and Skills (DBIS), the Scottish Government and the Welsh Assembly Government. The response from UUK to the research interviews indicated that the Europe Unit was consulted in the drafting of the EUA charter and UUK are very aware of the Charter's existence. It is considered that the UK is ahead of the game in relation to the lifelong learning and widening participation agenda, as well as in relation to developments around the Bologna process. EU member state governments have agreed benchmarks for lifelong learning, although these are not specific to the HE sector. The prime indicator is the participation rate. The target set for 2010 – 12.5% of the adult population – rises to 15% for 2020. The current figure quoted for the UK is 19.9%, which places the UK as the fourth best performer overall (European Com-

mission, SEC[2009]1616, Progress towards Lisbon Objectives in Education and Training, p. 14). Some scepticism has been expressed about the accuracy of this figure.


UUK would say that the engagement of the UK HE sector in Bologna has been significant, but the current challenge for the sector is maintaining momentum, as other countries change and do more, and particularly with HE provision through the medium of the English language being developed by other countries. In the last few years the UK has been seeking to influence the importance of learning outcomes, rather than learning 'hours', as has been the case in some EU member states.

Lord Browne's review of higher education funding and student finance, an independent review of higher education funding and student finance, launched in November 2009 was published in October 2010. At the time of writing, the sector is still awaiting a full government response promised as a White Paper later in 2011, to the recommendations in the review, the most significant being the lifting of the cap on university fees to allow institutions to set their own fees (currently capped at £3290). In late 2010 the government announced that the cap on fees in England would be lifted to £9,000, subject to some conditions on widening participation rates from under-represented social groups. In relation to part-time study the Browne report recommended that part-time students should be treated equitably to full time students, and there is also a general view that the part-time HE market will expand, but it is not clear what the government response will be on these matters. Following the government comprehensive spending review from the new coalition government, towards the end of 2010, universities are facing cuts of around 80% in teaching funding. There will be no public funding for Arts, Humanities and Social Science subjects and reduced, but largely protected, funding for STEM subjects (Science, Technology, Engineering and Maths). The outcomes of

both Browne and the spending review will have a significant impact on how universities move forward and will largely shape the sector for the foreseeable future. All English universities are currently deciding fee levels for 2012, which will be between a lower cap of £6,000 per year and an upper cap of £9,000, with many likely to be at the higher end. As mentioned earlier, those seeking to charge above the lower level will have to demonstrate that they are meeting widening participation benchmarks, although it is as yet not fully clear what these will be. As universities are forced to prioritise activities and decide how best to invest limited resources, it is quite unlikely that funding for lifelong learning will increase, and whilst lifelong learning and social mobility still appear to be embedded in policy documents, this does not tend to be followed up by funding decisions, except in relation to vocational and employer led provision. Within this context, the EUA Charter, which currently has very low visibility, is unlikely to have an noticeable impact on developments in the UK.



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
Unleashing Aspiration: Final report of the panel on fair access to the professions	Policy paper – Cabinet Office	Key issues and trends in access to the professions	Welcomed in relation to widening participation agenda, but impact unclear. >>
Leitch Review of Skills	Report – UK government	Review of skills considering the UK's long term skills needs	Influenced government policy and funding as well as individual university missions.
Higher Ambitions: The future of universities in a knowledge economy	Report by Lord Peter Mandelson	Framework Document for Higher Education	Unknown, but influencing direction of travel re HE mission in delivery of higher level skills
ELQs	Withdrawal of funding for equivalent or lower qualifications	Higher Education Funding Council for England (HEFCE) HE funding policy	Reduction in number of adult education/lifelong learning courses. Closure of some lifelong learning departments
Lifelong Learning Networks	£100m+ invested across universities in networks to promote vocational progression to HE	HEFCE initiative	Some success in developing better progression routes for vocational routes.
Employer Engagement	Substantial investment in employer led co-funded provision across universities	HEFCE initiative	Pilots still operating across universities
Informal Adult Learning – Shaping the Way Ahead	Department for Innovation Universities and Skills white paper	Key trends and report on informal adult learning	Unknown
For our Future: The 21st century HE strategy and plan for Wales	Welsh Assembly Government report	Vision for higher education in Wales	
New Horizons: Responding to the challenges of the 21st Century	Scottish Government	Report from taskforce on universities	
Learning Through Life: Inquiry into the Future for Lifelong Learning	NIACE – Tom Schuller and David Watson	Report into future for lifelong learning in UK	Has raised awareness re part-time study and lifelong learning
Browne review of higher education funding and student finance	Report –UK government	Report on funding of universities	Will have seismic impact on the future shape of universities

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	2009	X
X	2006	X
X	2009	X
X	2007/8	X
X	2006-2010	X
X	2007 onwards	X
X	2008	X
X	2009	X
X	2008	X
X	2009	X
X	2010	X

FINLAND

University of Eastern Finland / UCEF

Esko Paakkola / Jyri Manninen

References to and engagement with the National Network and Ministries

This national report has been compiled using the information from (1) Finnish educational policy papers, (2) discussions with representatives of UCEF (National ULLL Network) and (3) an interview with Ms. Anita Lehtikoinen, Director of the Department for Education and Science Policy in the Ministry of Education and Culture. This interview has been reported elsewhere and it has had only indirect influence on this paper. Other sources of information are the survey made by COMPASS, discussions with project partners and the other national reports as far as they have been ready. All these data have been used to produce this report and it is to a certain extent a construction and interpretation by its writers.

Brief overview

Key policies:

- » LLL has been in recent years one of the main themes of educational planning on the ministerial level.
- » Very tough structural changes are going on in Finnish Universities and policy is that we

have to reduce university level education and it also affects ULLL and the way how it is organised.

- » The needs of the working life and connection to the working life are emphasised overall in the LLL discussion and also the groups which are underrepresented.
- » The open university system has to develop greater the customer-orientation and to take the demands of working life more into account.
- » Part of the emphasis has been on better guidance, and there is a policy paper on this published jointly by the Ministry of Labour and Ministry of Education and Culture
- » Continuing education (also in the universities) has been conceived now partly as a business (it is also taxed) and at the same time two new models for UCE have been developed: university level apprenticeship education and special competencies; first is a new workplace oriented education model (state supported) and the second is a competence which is gained through various educational means and also by APEL methods.
- » Universities have the freedom to organise ULLL as they wish, but the Ministry of Education follows quite closely how it will

develop at the universities.

- » Quality is one of the key policies: there is the Finnish Higher Education Evaluation Council (FINHEEC) which helps universities in matters relating to evaluation, universities will be audited and quality systems are everywhere.
- » Internalisation is emphasised and there is a Finnish education export strategy part of which is ULLL.

Trends:

- » The overall trend is that we have good strategies and policies but depressive practice, mainly because we are lacking money for ULLL activities.
- » University LLL is partly business and probably there will be in near future more University enterprises which take care of this business.
- » More new organisational changes of university LLL will be seen.
- » The Ministry of Education gives money to the universities for open university activities and regulates the price for customers but does not have the means to control the use of the money.
- » CE as a business will affect quite a lot of students; it means that the number of CE students will decrease and hopefully it will improve the position of the open university activities.
- » How the University level apprenticeship education will work we do not know because we are in an experimental phase.
- » Open universities should attract more immigrants and other underrepresented groups but have no means to do it, and so this work is weak.
- » The price for customers in the open university per ECT point is stated as 10 €, and this will help more students to take part.

- » APEL principles are in the strategies but not really working in practice: Finland is quite weak in this respect.
- » The new educational technologies are quite good, taken into account and practised.
- » Universities will remain behind in the development of the LLL.
- » Connections to the working life are good in CE overall in Finland.

Challenges:

- » To include ULLL in the strategies of the universities: this has happened at least in a superficial way but to really embed it in to the working practice is a big problem and a challenge, the change from ULLL to LLLU has not happened.
- » On the ministry level there is a good vision of the LLL but now there is a lack of money to execute the proper guidance for instance.
- » According the Ministry of Education, universities have many challenges because they are not effective enough in producing Masters degrees; Finland is behind Nordic countries in innovation and there are a lot of issues around quality.
- » It is not possibility to study for a degree through the open university system.
- » Degree studies are partly a channel for free-of-charge CE.
- » The unemployment of academic people has increased because the number of university graduates have increased rapidly.

Synthesis of national report and key points

ULLL has been since the 1990s one of the main themes of educational planning on the ministerial level, and especially open university and continuing education in universities have been a strong field of development. Open university

activities started to develop as early as 1970s and continuing education activities started at the beginning of 1980s. In the middle of the 1990s recession extra funding was allocated to ULLL, and there was a growing number of open university students as well as various development programmes. Therefore, historically Finnish ULLL has been strong. Also, the number of non-traditional (part-time and adult) students has been traditionally high.

New university law came into operation in 2010 and it started structural change in Finnish universities. According to the new law, universities are now more independent entities. LLL is now defined as one of their responsibilities, and it is one measure for basic funding from the state.

Universities have the freedom to organise LLL as they wish, but the ministry of education follows how it will develop. Although *concepts of LLL are in universities institutional strategies*, LLL is not the top competitive edge, instead current state policy encourages universities to focus on faster access of young students, shorter study times, and on scientific research instead of *development of learning opportunities and widening access*. ULLL is in the strategies of the universities at least in a superficial way but to really embed it in to the working practice of the whole university is a big challenge and the change from ULLL to LLLU has not happened yet. Transformation towards a LLLU is proceeding at different paces in different universities. Generally, the universities have more to do in the mainstreaming of the LLL principle than in the development of specialised LLL services (OU & CPD).

Since the 1980s Finnish universities have been doing a lot of work to get more students to study in the open university. During the past few years, the number of open university students has been going down, but participation in ULLL is on a good international level. More could be done to *provide education and learning to a more diversified student population*. Some policy papers

have paid lip service to raising the percentage of the groups which are underrepresented at the universities. In reality there are no resources for these kind of activities. For instance, men, immigrants and people over 50 years are not taking part as much as they could in open university studies.

Since 2010 in terms of university reform the focus of the universities as a whole has clearly been on young and best students, for which they compete. At the moment fast graduation is very important, because it is one of the funding criteria. Adult learners in faculties are seen now perhaps more as an asset than a few years before. According to OECD statistics, the share of 30-39 year olds among students is 13.1 % in Finland, while in Germany, for example, it is only 2,5 %. In some faculties, 50% of undergraduate students are adults and in many cases they are also at work, which makes graduation times longer. There have been some activities trying to adapt study programmes to ensure that they are designed to widen participation and attract returning adult learners for instance the national virtual university project. More and more undergraduate faculty students demand more adaptation according to their personal situation. Now study programmes are defined according learning outcomes and more flexible learning modes are coming. The new educational technologies are quite well taken into account and practised. Especially this is true in open university or in continuing education, which are developing this area all the time. A flexible and more creative learning environment is now true for many OU and CE students, but there is a lack of flexibility in some faculties. So consolidating reforms to promote a flexible and creative learning environment for all students means that there is much development work to be done at the university level as a whole.

In the policy papers the importance of guidance is widely recognised. Finnish career guidance services were already in the 1990s in top shape, but current resources are now smaller. However,

Finnish universities are providing appropriate guidance and counselling services on a rather good level for ordinary faculty students and also to open university and CE adult students. One part of the emphasis in ULLL discussion has been on the guidance, and there is a good policy paper on this subject published jointly by the Ministry of Labour and Ministry of Education and Culture.

In recognising prior learning (APEL) Finnish universities are clearly behind countries like France, Netherlands and the UK. Practically these practices are in very little use in universities, and attitudes of the staff are in many cases negative (“science can only be learned at university”). There are some policy papers which recognise APEL, and there are development programmes running currently trying to elaborate and inform people about these practices, but the depth of this issue has not been understood yet. APEL principles are in the strategies but not really working in practice, not even in OU and CE.

Quality is one of the key policies. There is a Finnish Higher Education Evaluation Council (FINHEEC) which helps universities in matters relating to evaluation. Universities will be audited and quality systems are working everywhere. The quality of the teaching is usually considered good. ULLL is part of this quality assurance system and LLL is embraced in quality culture.

There is much to do if we think about strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning. The biggest open university and continuing education units in Finland (Universities of Helsinki, Turku and Eastern Finland) have been very active in the field of research and development, especially in the field of ICT and education. The open university has been in many cases an innovation unit for university pedagogy, but this role is not duly recognised by the wider university community. Some faculties focus more on basic and theory driven research. However, there are some good practices where faculties

and individual professor’s work in cooperation with continuing education centres, but this is not common and not necessarily recognised as an academic merit.

The needs of the working life and connection to the working life are emphasised overall in the LLL discussion. Also the open university has to develop greater customer-orientation and to take more into account the demands of working life. CE activities are widely based on partnerships at local, regional and national level to provide attractive and relevant programmes. Also faculties have in recent years taken more into account the demands, which come from outside society. In this respect Finland is doing well. Connections of the LLL actors to the working life are good in CE overall in Finland. Working life orientation is also important for two new UCE models, which are in developmental phase: University level apprenticeship training and special competencies. First is a new learning at work-oriented education model (state supported) and the second is a competence which is gained through various educational means and also by APEL methods. Internationalisation is emphasised although there is much to do. Finnish education export strategy exists and part of it is ULLL.

Universities are not yet acting as role models of lifelong learning institutions. There are no systematic human resource management systems, except the traditional academic “tenure” system, based on scientific merits and expectation, that a good researcher is a lifelong learner by definition. Therefore there is “no need” for individual development plans nor systematic personnel training programmes. Finnish universities are quite conservative in this respect and come later to the new things which have been implemented already elsewhere. University is the one of the bigger workplaces where employees do not have good opportunities and resources for LLL. Current funding deficits also reduce these opportunities.

Outlook of the key message and the recommendations

The overall trend is that Finland has a glorious history and good infrastructure, very good strategies and policies but a little bit depressive current practice, mainly because there is the lack of resources for ULLL activities. On the ministry level, there is a good vision of the LLL but no direct incentives to execute the proper ULLL policy at the university level. Independent universities tend to focus more on hard research and recruitment of best young students, while LLL is not recognised as a success factor.

In spite of that the participation and the status of ULLL is very good in Finland if we compare it with many other European countries. In addition it has to be stated that the state has invested quite a lot in teachers' in-service training through a separate programme. Also the Ministry of Employment and the Economy has put more money in to the employment training for graduates. These resources are put out to tender so they are available to universities only if they success in competition.

The principles of LLL are not applied in the whole university. It is mostly separated to the open university and CE institutions. In these special units many good practices are developed. At the same time universities have other problems so that LLL questions are not in the middle of discussion. The competition for young talented students takes the attention and there is no room for searching for more diversified student population. This is clearly underestimated. All university students need the practices developed in ULLL, but there is a lack of interest in these because universities are getting money most of all by research and degrees. The Ministry of Education and Culture has stated that universities are quite ineffective in producing Masters degrees and there are a lot of other things to be developed not to mention the innovation and internationalisation. A problem is

that universities do not notice that by using effectively flexible learning arrangements and ICT and APEL practices they could help to overcome some of the problems.



Especially recognising prior learning (APEL) is a question which needs more actions and it can be justified also by educational costs. Proper application of these principles could save money, make graduation times shorter and attract more students. There should be more activities in this field. Perhaps legislation, which makes APEL as a subjective right for citizens, like in France, could help.

Although there has been quite strong emphasis on degree oriented studies in open universities, it is not easy to proceed from open university student to the normal undergraduate student. Often there are different kinds of obstacles: numerus clausus, achievement in OU are in some cases not fully recognised in faculties and the threshold (in study points) to get to the faculty is very high. Although there is in some universities good development in this respect there are still many very conservative faculties. There should be considered the possibility to accomplish a Bachelors degree through open university at least in some areas.

The new status of universities and new Income Tax Act means that a big part CE (also in the universities) is now business and it is also taxed. This situation is new and affects quite a lot on the future situation. We do not know what kind of new organisational changes of university LLL will be seen, probably there will be in future more University enterprises which take care of this business.



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
Yliopistolaki (558/2009), 2 §	The new legislation/law concerning Universities in Finland	The new law changes the status of universities. It contains a section where lifelong learning is for the first time defined as a task for the universities	Universities have now a law that shows life-long learning is on the side of research and teaching a part of their function
A report by the Parliamentary Adult Education Committee 3:2002	Committee deliberation by the Parliamentary Adult Education Committee	Committee was assigned by the Ministry of Education to make a disquisition about the overall function of adult education, to estimate the sufficiency and the suitability of the current supply of education to the adult population	
Lifelong learning in universities - a memo by the lifelong learning work group	a publication by the lifelong learning – task force/working group	The task force of lifelong learning was assigned to map the strategies of lifelong learning and to offer recommendations how universities can make sure of the quality of further education and establish the competitiveness of these organizations	The enhancement of quality in further education and the competitiveness of universities
Avoin yliopisto Suomessa. Valta-kunnallinen strategia 2004-2010. Open University – National strategy 2004-2010	National strategy concerning Open university, publication/manual	The strategy contains basic knowledge and recommendations concerning the function of open universities	This strategy gives the open universities a cohesive way to function and emphasizes on the importance of adult education
The council of Lifelong learning "Comment: Adult education needs to be developed as a whole in the Ministry of Education"	good practice, comment,	The comment demands that adult education needs to be developed so that it will answer the demands of the adult population and work life	This is a comment so its purpose is to make the Ministry to take action in the matter
Korkeakoulujen aikuiskoulutuksen nykytila ja kehittämiskohteet. Opetusministeriön työryhmämuistioita ja selvityksiä 2008:38 (sivut päivitetty 2009) The current situation of adult education in the universities and the matters that need development .	Description: a publication made by a working group appointed by the Ministry of Education	The working group has looked into developments and demand for ULLL (university and polytechnic), CE and open university activities and other adult education. It has put forward proposals concerning them.	The working group proposes a creation of an apprenticeship-type of CE scheme for those who already have a higher education degree and also special competences. The working group considers it important to enhance opportunities for the demonstration of prior learning for degree purposes through the development of the existing system of recognition of prior learning.
Education and Research 2007–2012. A Development Plan	policy programme for the ministry of education	This policy program points out what needs to be developed in education. Adult education is one topic in the text	
Aikaisemmin opitun osaamisen tunnistaminen korkeakouluissa Recognising prior learning in institutions of higher learning	Publication by the Ministry of Education. The memo was made by the work group assigned to map the Recognising of prior learning in institutions of higher learning	The paper sorts out how different universities and universities of applied sciences are taking account prior learning in their curriculums and in their education supply	Increases knowledge about prior learning and shows the importance of recognizing prior learning in education. (especially in HE institutions etc.)
Recognizing and identifying prior learning – The AHOT-report by the Rectors Council of Finland	The work group of The rector's council. The aim of this group was to investigate the recognizing of prior learning in higher education	The rector's councils feel that universities and polytechnics need basic principals which to use in recognizing prior learning in their education and teaching. They need a guideline which to use and this report offers them	The importance of recognizing prior learning will come an everyday issue in universities and polytechnics
Opettajankoulutus 2020. Opetusministeriön työryhmämuistioita ja selvityksiä 2007:44. sivut 12-13 "Teacher training 2020"	A guideline for the future, published by the Ministry of Education	The publication focuses on the development of the training of teachers in the future. The memo is important for adult education because it points out the fact that in the lifelong learning of teachers adult education must be taken into account as an important aspect	If taken into account and followed, the memo will have an effect in how the training of teachers is reorganized

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
In action	X	http://www.finlex.fi/fi/laki/alkup/2009/20090558
In action	X	opm_502_3parlam_aikkoultr
X	X	http://www.minedu.fi/OPM/Julkaisut/2005/elinikainen_oppiminen_yliopistoissa_tyoryhman_muistio the link to the publication is in the beginning of this site
In action	X	X
X	19.2.2010	http://www.minedu.fi/OPM/Koulutus/aikuiskoulutus_ja_vapaa_sivistystyoe/elinikaisenoppimisenneuvosto/Kannanotot/?lang=fi
Some of the propostions are in action: apprenticeship type of CE ans special competencies are tested and developed now	X	http://www.minedu.fi/OPM/Julkaisut/2008/Korkeakoulujen_aikuiskoulutuksen_nykytila_ja_kehittamiskohteet.html?lang=fi the link to the publication is on this site
In action through the political program of the Finnish Government	X	http://www.minedu.fi/OPM/Julkaisut/2008/Koulutus_ja_tutkimus_2007_2012_Kehittamisunnitelma?lang=fi
In action. The responsibility is in the universities	2007	http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/tr04.pdf?lang=
In action. The responsibility is in the universities	2009	http://www.arene.fi/ajankohtaista.asp?id=2441 the link to the publication is in this site after the introduction text
X	X	http://www.minedu.fi/OPM/Julkaisut/2007/Opettajankoulutus_2020.html?lang=fi

Title	Description	Summary	Impact
<p>Koulutuksen ja tutkimuksen tietoyhteiskuntakehittäminen</p> <p>The information society. Developing education and research – A temporary report for the ministry of education</p>	<p>An intermediate report about the information society and developing of education and research</p>	<p>A intermediate report about the progress of the work group tasked to find out what needs to be developed in different strategies and universities in order to find out what aspects need to be developed in order to make education more closer to the ideas of an information society</p>	<p>This project should make the government and universities for example to develop their ability to offer education through using new ICT technology etc.</p>
<p>Ammatillisesti suuntautuneen aikuis-koulutuksen uudistus (AKKU – hanke)</p> <p>The reform of adult education (vocationally directed) – The AKKU-project</p>	<p>The intermediate report on progress of this working group</p>	<p>The goal of this reform is for example to urge the working population to enhance their education constantly during their working career.</p>	<p>The idea of the working group is that it should be easier to move to between education and working life and get new capabilities during work etc.</p>
<p>Aikuisopiskelun tietopalvelujen, neuvonnan ja ohjauksen kehittäminen</p> <p>The development of information services, guidance and counseling in adult education</p>	<p>The publication published by the Finnish Employment Administration together with the Ministry of Education</p>	<p>This report is to give guidelines on how to develop an functioning network of information services concerning adult education to the whole adult population. A goal is also to have an extensive set of counseling services for adult students in polytechnics and universities.</p>	<p style="text-align: center;">✗</p>
<p>Internationalization of institutions of higher learning</p>	<p>The publication published by the Ministry of Education</p>	<p>The publication clarifies internationalization in Universities and how to make universities in Finland more international in their everyday work</p>	<p style="text-align: center;">✗</p>
<p>Collaboration in adult education - a publication by PhD Teuvo Pohjolainen</p>	<p>Proposal concerning developing and organizing collaboration in adult education in universities</p>	<p>The need for collaboration in universities in the field of education has also been addressed in the Parliamentary Adult Education Committees memo. The meaning of this publication is to propose how to arrange the goals of collaboration in universities</p>	<p style="text-align: center;">✗</p>

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	X
Final report coming.	X	www.minedu.fi/OPM/Koulutus/Liitteet/tietoyhteiskuntakehittaminen.pdf
X	X	http://www.minedu.fi/OPM/Tiedotteet/2009/03/akku_ii_valiraportti.html?lang=fi
X	2006	X
X	X	X

AUSTRIA

University of Graz

Andrea Waxenegger

This overall national commentary outlines the national and institutional state of play concerning the implementation of the EUA LLL Charter.

Introduction

The COMPASS project aimed at exploring the state-of-the-art of the implementation of the Universities' Charter for Lifelong Learning in universities in Europe. For Austria, it can be stated that the Charter is well known by representatives of universities and the Ministry of Science and Research working in the field. The Charter was used in the negotiations of performance agreements between the Ministry of Science and Research and individual universities (funding period 2010-2012) clearly communicating that it is up to the universities as autonomous institutions to develop their own profile in ULLL, last but not least acknowledging the budgetary restrictions the universities are currently facing. In general, the universities used the Charter to reflect upon their own strategy, provision and further development in that area. The Charter was also used in preparing the National Strategy for Lifelong Learning.

The COMPASS project showed (again) clearly

» that LLL in general and ULLL specifically

are complex issues interlinked and depending on activities and reforms in all educational sectors but also depending on to what extent the interest of relevant stakeholders through cooperation and consensus-building are tackled; especially between the educational sectors HE and VET, as well as between the social partners and regions;

» the lack of data and indicators in UALL and/or the different priorities in collecting data specific countries in Europe have; how to measure the – successful – implementation of the Charter is a remaining challenge.

Lifelong learning policy in Austria

Under the leadership of the Austrian Federal Ministry for Education, Arts and Culture and the Ministry of Science and Research, a Lifelong Learning strategy for Austria is currently being developed. Learning (lifelong and lifewide) at all ages is included. Presently the strategy is undergoing a process of realisation and consolidation. The strategy includes formal and informal learning for all ages. The basic targets of the Austrian LLL strategy are:

» the setting-up of a framework which

would make it possible for all those interested in learning, regardless of their age and their previous schooling, to continue their education, to acquire the qualifications they need and to add to those they have;

- » to create incentives and to cultivate an economic and social climate in which lifelong learning is seen as a valuable pursuit and is also attractive to those individuals who are not well qualified and/or who are generally not interested in (formal) learning;
- » to improve the system of granting credit for learning, so that knowledge, skills and competences that have been acquired through non-formal and informal learning can be recognised officially as qualifications, thus permitting the orientation of learning processes to the outcomes.

The five strategic guidelines of the Austrian LLL Strategy are: 1.) Lifelong learning for all stages of life, 2.) Focus on the learner, 3.) Lifelong guidance, 4.) Acquiring competences through lifelong learning and 5.) Promoting participation in lifelong learning. An expert group has analysed the consultation process concerning the five strategic guidelines of the Austrian LLL Strategy and translated them in to 12 lines of action for better realisation. An inter-ministerial working group (Austrian Federal Ministry for Education, Arts and Culture; Austrian Federal Ministry of Science and Research; Austrian Federal Ministry of Economy, Family and Youth; Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection) has been developing a mission, goals, actions and indicators for each line of action. One line of action, for example, declares the importance of enhancing the quality of life through learning in later life, especially for socially disadvantaged seniors. Main topics are: quality development and assurance as well as professionalisation of staff working in the field of Learning in Later Life; regional balance/infrastructure; diversity; promotion of the use of

IT; facilitated access. The work process on the 12 lines of action is ongoing. The proposals are discussed with experts and all stakeholders. The results and the strategy shall be concluded by the government in 2011.

University Continuing Education and University Lifelong Learning in Austria

In Austria, there is a clear legislative distinction between “regular” degree programmes (Bachelor, Master programmes, and PhD studies) and university continuing education (ULLL). Both strands have their own institutional regulations based on the Universities Act 2002. UCE in Austria covers a wide range of activities opening up learning opportunities at university level through open lectures, workshops, seminars, summer schools, courses, degree courses and other programmes. The majority of programmes have a clear vocational purpose and are credited (ECTS); some lead to an international Master’s degree. Non-credited activities are open to the general public regardless of age. To some extent, professional UCE programmes are open to professionals lacking the formal requirements for university entry. In general, UCE in Austria has to be self-financed and/or externally sponsored. Some activities such as open public lectures or Universities of the Third Age etc. are financed by the universities themselves (including participants’ fees) and by public funds/sponsoring.

National state of play concerning the implementation of the LLL Charter

As previously mentioned, the development of a National Strategy for Lifelong Learning was concluded in the Government development plan 2008-2013; this Strategy will be completed in 2011 and ULLL will be part of it. As a framework for discussion, the Austrian Federal Ministry of Science and Research formed a Lifelong Learning Advisory Board in 2008 for the HE sector. The Ministry of Science and Research and the

Austrian Agency for Quality Assurance have also set up a project (financed by the Ministry) to develop quality assurance mechanisms for UCE in the HE sector (results to be expected in spring 2012). The Education Fair “Best” is offered 3 times a year (universities can present their learning opportunities for all target groups) and to stimulate discussions at national level, EU and nationally supported and financed conferences at national level have been organised (presentations and discussions of ULLL topics). An Act on Quality Assurance in HE is currently being prepared to be concluded in 2011. Since the implementation of the Universities Act 2002, Austrian universities are autonomous and the most important instrument for the relationship between the state and the universities are the so-called “performance agreements” which are negotiated for a period of 3 years. The Ministry of Science and Research as well as the universities are familiar with the Charter – at least those working in UCE. The Ministry used the Charter in negotiations for the current performance agreement contracts with the universities (2010-2012): the universities had to declare how they were implementing the Charter and what they were planning according to their current strategy and development plan. They were also asked to develop or revise (as needed) their strategy for ULLL. They were asked to report regularly on their progress. Indicators for the implementation of ULLL will be developed by the Ministry for the performance agreement period 2013-2015.

All Austrian universities are in one way or another engaged in University Continuing Education, but since they are autonomous institutions it is up to them to develop a strategy, an adequate infrastructure and attractive provision for the target groups they want to serve. Cooperative projects in UCE are frequent and sustainable. Provision is not only developed for university graduates/professionals but also for a wider public. Services such as RPL are, if they exist at all in universities, offered in UCE; services such as career guidance, counselling and coaching are available for different target groups. Forums and

associations such as the “Universities Austria” (the Rectors’ Conference) and AUCEN (Austrian University Continuing Education and Staff Development Network) are important platforms for strategy development, peer-to-peer consultation and professionalisation. In January 2009, Universities Austria published “Grundsätze und Empfehlungen zum Weiterbildungsangebot an Universitäten” [Guidelines and Recommendations for University Continuing Education]. This document includes a definition of UCE, a list of the types of UCE and a statement defining the minimum quality standards.

To develop “University Continuing Education” into a real “University Lifelong Learning system” is still a perspective to be developed: the strands which are now strictly separated need to be looked at as “one system of learning opportunities”, especially for those who are in employment and want to engage in university studies part-time. In 2013 elections will take place at national level and subsequently a new government development plan 2013-2018 will be presented. A big question mark is the budgetary restrictions already announced for 2013 onwards. The really big problems of our HE system, incl. lack of financing, open access to university studies, will perhaps function as a driving force for the process of making ULLL (not just “UCE”) a reality at Austrian universities.

Recommendations:

Regarding the successful further implementation of the Charter, it is suggested:



1. to communicate the Charter more clearly as interdependent with of several other processes/HE reforms such as Bologna, Copenhagen, EQR, restructuring quality assurance and teacher training;
2. to use the Charter as a stimulus for further discussions and strategy building in ULLL at national and institutional level; this discussion should not be limited to ULLL indicators but also encompass a vision of ULLL for the upcoming years, not the least taking into account the demographic development;
3. to promote the idea of “learners in the centre”, strongly focusing on the needs of “non-traditional” learners interested in engaging in studies in higher education including the development of concepts for RPL (in relation to the National Qualifications Framework) in all educational sectors;
4. to further develop cooperation and consensus-building with stakeholders;
5. 5. and to encourage cooperation among HE education institutions in promoting, developing and providing ULLL.

Roadmap

1. From a policy point of view, the National Lifelong Learning Strategy 2020 (to be concluded in 2011) will be a milestone at national level as well as the Act on Quality Assurance 2011.
2. At institutional level, the universities are requested develop (or revise) their ULLL strategy (with the Charter as a framework of reference) within the period 2010-2012 according to the performance agreements with the Ministry of Science and Research; and to develop ULLL programmes for working students.
3. In the framework of the National Qualifications Framework, RPL will be developed further.
4. HE institutions will continue and further develop their cooperation and consensus-building with stakeholders as well as further develop cooperation among HE education institutions in ULLL.
5. The national elections 2013 will result in a new government development plan 2013-2018 providing the political framework for further development in the field.



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
<p>Österreichische Universitätenkonferenz (Hrsg.): Grundsätze und Empfehlungen zum Weiterbildungsangebot der Universitäten, Wien 2009 [Universities Austria (ed.): Guidelines and Recommendations for University Continuing Education, Vienna 2009 (in German)]</p>	<p>Guidelines and Recommendations for University Continuing Education</p>	<p>definition of UCE, list of the types of UCE and statement defining the minimum quality standards.</p>	<p>Reference document for all universities</p>
<p>Bundesministerium für Unterricht, Kunst und Kultur (Hrsg.): Wissen – Chancen – Kompetenzen. Strategie zur Umsetzung des Lebenslangen Lernens in Österreich. Konsultationspapier, Wien 2008 [Austrian Federal Ministry for Education, Arts and Culture (ed.): Knowledge – Opportunities – Competences. Strategy for the Implementation of Lifelong Learning in Austria. Consultation Paper, Vienna 2008 (in German)]</p>	<p>Consultation Paper referring to the development of an implementation strategy for LLL in Austria</p>	<p>Strategic guidelines of the Austrian LLL strategy</p>	<p>Reference document for all interested in the development of Lifelong Learning in Austria</p>
<p>Chisholm, Lassnigg, Lehner, Lenz, Tippelt: Wissen – Chancen – Kompetenzen. Strategie zur Umsetzung des lebensbegleitenden Lernens in Österreich. ExpertInnenbericht zum Konsultationsprozess, Wien 2009</p>	<p>Expert Paper on Consultation Process</p>	<p>Analysis of the Consultation Process; Recommendations for Implementation of the LLL Strategy</p>	<p>Reference document for all interested in the development of Lifelong Learning in Austria</p>
<p>Vortrag an den Ministerrat 43/29: Österreichische Strategie zum lebensbegleitenden lernen (LLL – Strategie) Einrichtung einer ressortübergreifenden Strategiegruppe. Wien 2009</p>	<p>Presentation to the Council of Ministers in Austria</p>	<p>on the Austrian Strategy for LLL – Establishment of an inter-ministerial strategy group</p>	
<p>Vortrag an den Ministerrat: Österreichische Strategie zum lebensbegleitenden lernen (LLL – Strategie) Fortschrittsbericht der ressortübergreifenden Strategiegruppe. Wien 2010</p>	<p>Presentation to the Council of Ministers in Austria</p>	<p>on the Austrian Strategy for LLL – Progress Report of the inter-ministerial strategy group</p>	

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	http://www.uniko.ac.at
X	X	http://www.bmukk.gv.at/medienpool/17475/III_konsultationspapier.pdf
X	X	X
X	X	X
X	X	X

SWITZERLAND

University of Genève

Suzanne de Jonckheere / Geneviève Auroi-Jaggi

INTRODUCTION

The Compass project has been discussed by the National Network Swissuni (the 10 Universities plus 2 Federal Institutes of Technology). The EUA Charter has been disseminated to universities thanks to the project COMPASS. The members have underlined the difficulty in answering the Compass questionnaire due to the specificity of the Swiss university continuing education system. By the end of the project, 5 universities had fully completed the questionnaire.

2 tendencies are reflected :

- » The majority of the University centres of continuing learning, the CRUS Head of the Bologna Coordination Group, the Universities of Applied Sciences for Western Switzerland (HES-SO) are acquainted with LLL commitments. The EUA Charter helps to reflect on LLL but is not integrated within a strategy either at a federal and cantonal level. However the EUA Charter is used, for example at the University of the development of LLL quality measures in continuing education.
- » In view of the proposed federal law on continuing education, several associations and trade unions. Swiss Fede-

ration of continuing education, Swiss Continuing Education Forum Western part, Federation of employers, Swiss Federation of Trade Union, have issued recommendations similar to those of the EUA Charter.

University education policy in Switzerland

Due to the federal system, Switzerland has 26 cantonal ministries of education. The implementation of the Bologna process is coordinated at the federal level by the Rectors' Conference of the Swiss Universities (CRUS). The policy and strategy are defined by each University. Charters or strategy plans such as the ones from the University of Geneva mention measures concerning LLL. Each university has a Continuing Education Centre.

National state of play concerning the implementation of LLL

The results of our research indicate that a debate on LLL takes place today in Switzerland,

- » In the professional education and vocational field (Copenhagen process), the various social and political partners will be consulted on the future law on continuing education The LLL issue benefits

from this current Swiss context.

- » In the academic field (Bologna process) Switzerland participates in the European Conferences of the Education Ministries. Decisions and standpoints are followed attentively. However no explicit LLL policy or strategy intended for Universities have yet been defined at a federal level.

University LLL measures and actions

Nonetheless, LLL recommendations, measures and action are applied such as : NQF, Quality Assurance, comparability, permeability of diplomas (vocational/academic) and transparency. Many LLL practices exist : VAE, admission for non-holders of the prerequisite diploma, comparability of diplomas, individual curricula, blended learning. Six Universities have deployed measures to facilitate access to undergraduate programmes. VAE is offered only at the University of Geneva since 2008. Since 2010 the University of Geneva and the Universities of Applied Sciences for Western Switzerland have established a partnership to develop the VAE system. These LLL actions are strongly linked to the strategy of each University.

The active role of University Centres of continuing education

The Swiss Higher Educational system makes a clear distinction between the undergraduate and graduate diplomas (BA/MA) intended for young students and the CAS/DAS/MAS (postgraduate level) offered to adults. The organisation of the BA/MA courses is not foreseen for adults (lack of flexibility). They are very few interfaces between BA/MA and Diplomas of continuing education.

In this context, the University centres of continuing education (UCE) play a central role in the development of professional curricula. The flexibility of the courses and their relevancy, the analysis of employers' and employees' needs, a quality process, teaching and learning methods focused on the student, the importance of a

partnership with stakeholders, are part of LLL measures. The courses dedicated to professionals are offered to various audiences and develop innovative approaches. For professionals, to be trained, requires individual initiative. However, in the majority of cases, employers build on their employees careers' development plan and finance the training costs (entirely or partly with money and/or time).

Quality development culture

Tools such as DS, ECTS, are increasingly used. Even if the uniformity between diploma equivalences, part-time studies and training in blended learning exist, these measures can be further developed to follow on with strategies of each university. Process of accreditation has been initiated on MAS diplomas through the Swiss Centre of Accreditation and Quality Assurance in Higher Education (OAQ) by the University of Geneva, other processes of international accreditations are led in several Universities.

The role of the network SwissUni is essential to define a coordinated policy and to provide quality recommendations in the field of university continuing education. Being the interlocutor of the CRUS for the implementation of the Bologna process it participates in the discussion initiated on LLL. SwissUni has collaborated with the Swiss Centre of Accreditation and Quality Assurance in Higher Education (OAQ) for the development of a quality process development for the CAS/DAS/MAS curricula.

Recommendations

To support the LLL development in Switzerland on the basis of LLL EU Charter, 6 recommendations are proposed :

1. A political willingness to implement LLL in the higher education system at federal and cantonal levels (laws, policy and strategy of the University)
2. Integration of the LLL concept in the students' curriculum (individual pathway)
3. Information, appropriate guidance and counselling services
4. VAE and flexible curricula
5. Description of competencies and learning outcomes in each curricula
6. Development of innovative courses for professionals with NTI

The comparison with the commitments of the EUA Charter underlines the importance of a political and financial support in the LLL actions. The LLL implementation is engaged in a progressive process but Switzerland needs a policy and strategy on University LLL to match the challenges of a global society and develop a LLL University.



*This visualisation represents an estimation of the national performance matched against the 10 government commitments of the LLL Charter according to the respective national partner of the consortium.

Title	Description	Summary	Impact
Federal level Switzerland			
Recommendations of the Rectors' conference of the Swiss Universities (CRUS) : Recommandations de la CRUS pour le renouvellement coordonné de l'enseignement des hautes écoles universitaires suisses dans le cadre du processus de Bologne 2010	Bologna diplomas/ECTS System/ Evaluation/Access to diplomas/Study regulations/Equivalencies/Bologna titles/University continuing education, /Mobility/Learning outcomes/ /Social questions, European dimension, LLL, quality assurance	To implement and develop the Bologna process in Swiss Universities and Polytechnics To coordinate at a national level cantonal university policies	High
Federal Law on vocational training Loi sur la formation professionnelle	Training programmes for young people and adultes, certificates	To implement VAE : access and delivery of professional diplomas on the vocational field	X
Qualifications Framework of the Swiss Higher Education Area (nqf.ch-HS)	Generic descriptors Admission criteria ECTS credits Academic degrees (Bachelor/Master/ PHD) Continuing Education diplomas (CAS/ DAS/MAS)	To contribute to the implementation of the Bologna Reform objectives at a national level and in each University Swiss NQF is : An orientation tool for the higher education institutions to develop and describe their study courses and programmes. It improves the information about the Swiss	High, still in work for the implementation
Recommendations for the ECTS implementation in the University continuing education programmes	X	X	High
Recommendations for Quality development in university continuing education programmes	Standards and criterias for quality assessment in continuing education programmes (Certificate of Advanced Studies, Diploma of Advanced Studies, Master of Advanced Studies) :	To define standards and criterias of quality in partnership with the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ) To be prepared for accreditation procedures at national and international levels To set up programmes for professionals and employers Key words : relevance, partnership, appropriate pedagogical methods, wide access, evaluation	Medium still in work for the implementation, each university has its own policy

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
Bologna reform implemented in each Swiss University	2004, updated version 2010	www.crus.ch
Medium to high, still in work (work-plan till 2012)	2002	http://www.bbt.admin.ch/
Adoption of the NQF at the national level Further tasks : establishment of implementation procedures and implementation at institutional levels (each University)	2009	www.crus.ch
System ECTS implemented in each Swiss University	2005	www.swissuni.ch
Adopted by SwissUni,	2010	www.swissuni.ch

Title	Description	Summary	Impact
Applied Universities			
Professional higher education, six major fields of Study : Engineering and Architecture, Management and Services, Design and Fine Arts, Health, Social	Bologna diplomas A Federal law to coordinate and harmonize Bologna diplomas : BA/MA plus continuing education diplomas (CAS/DAS/MAS)	To promote a flexible education dedicated to a diversified audience	High but still in work
University Cantonal Level			
Cantonal University Law	Each University has its own cantonal law. 3 missions : teaching, research, service to the wide community	For a wide access to University : 6 Universities have allowed non-holders of a "maturité" (the upper secondary diploma required for admittance to Swiss universities) to apply for admission to the first year of an undergraduate programme, in a given Faculty or Section = procedure of VAP). All Universities have allowed non-holders of a "maturite" to apply for admission to continuing education programmes.	Medium to high for continuing education programmes<
University and canton of Geneva			
Continuing education law Loi sur la formation continue des adultes (LFCA) Canton of Geneva	To give an accreditation of quality to training institutions, to give financial help to employers (training's project) and for employees :	To facilitate the realisation of training by professionals (financial help)	X
University of Geneva : VAE regulations	Access, evaluation and recognition of formal and informal learning	To implement VAE in Faculties	X
Center of continuing education University of Geneva	Diplomas, studies, training for collaborators, policy, statistics	To promote LLL at University of Geneva and outside, to promote a continuing education involved in a quality process	X

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	Created in 1998
See each website of cantonal University	X	X
X	2000	http://www.geneve.ch/legislation/rsg/f/s/rsg_c2_05.html
Medium	2008	www.unige.ch/vae
High	X	www.unige.ch/formcont

SLOVENIA

University of Primorska

Dejan Hozjan

1. KEY POLICIES

Review of activities for realisation of Strategy for lifelong learning in Slovenia

„Reforming of higher education should be given special attention to:

- » changes in accordance with the recommendations of the Bologna Declaration,
- » a comprehensive reform of the university by increasing the number of providers, greater adaptability to the needs of the economy, higher quality and competition,
- » developing quality assurance and quality programs,
- » establishment of an internationally comparable system of quality assurance in higher education,
- » modernisation and innovation (e. g. combined education with the use of ICT and distance learning),
- » account needs of learners (collaboration with business and industry, enhancing competitiveness, education for sustainable development),
- » recognition of skills acquired through non-formal and informal learning, enabling access to non-traditional learners and
- » implementation of more flexible options for the derivation of higher education, alternative study paths, deformalisation of place and higher education organization“ (<http://www.andragosko-drustvo.si/strategijadelgradivo.pdf>).

2. OPEN QUESTIONS

The conclusions of the conference „Universities and Lifelong Learning”

Open questions of further development of LLL on universities are:

- » Definition of lifelong learning,
- » New organisation of LLL,
- » Motivation of universities for implementation of LLL,
- » Need for cooperation of universities with participants on field of LLL,
- » Competitive advantages of universities by development of LLL (e. g. education is linked with researching, present basic knowledge on more systematic way etc.),
- » Extend in LLL programmes of universities whole or specific population (e. g. disadvantaged groups, adults etc.) and
- » Positive national conditions for LLL (e. g. regulations, financial support etc.)
- » (http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/konferenca_LLL/Konferenca_LLL_zakljucni_IS.doc)

Title	Description	Summary	Impact
Zakon o visokem šolstvu (Law on Higher Education)	The actual law concerning universities in Slovenia.	The law regulates on systematically way the entire area of higher education.	With the law is governed the development quality of higher education. In its goals is also exposed concern for the LLL.
Resolucija o nacionalnem programu visokega šolstva Republike Slovenije (Resolution on the National Program for Higher Education of the Republic of Slovenia 2007-2010)	National strategic document on higher education in Slovenia.	Resolution exposed the priorities for the period of 2007-2010 in the field of higher education.	Resolution highlights the development of opportunities for LLL in the professional field.
Strategija vseživljenjskosti učenja v Sloveniji (Strategy for Lifelong Learning in Slovenia)	National strategic document on LLL in Slovenia.	Strategy concerns the development of LLL from kindergarten to adult education.	Strategy clarify the role of universities in the development of LLL (e. g. increase the involvement of the population in LLL, individual learning plan, adaptation and assimilation of all forms of learning to participants etc.).
Pregled dejavnosti za udejanjanje Strategije vseživljenjskosti učenja v Sloveniji (Review of Activities for Realization of Strategy for Lifelong Learning)	National action plan on LLL in Slovenia.	Document presents a more detailed plan for realization objectives and vision of LLL strategy.	Document express following objectives: increase the supply of university education, quality assurance, international cooperation, RPL etc.
Zaključki s konference "Univerze in vseživljenjsko učenje" (Conclusions of the conference "Universities and Lifelong Learning")	Report on the international conference on the development of LLL in higher education.	Report presents the outstanding issues and vision for the further development of LLL on Slovenian universities.	In report reflected weaknesses of Slovenian higher education by the implementation of LLL (e. g. terminological confusion, motivation for systematical development of LLL etc.).
Jelenc-Krašovec, S. Univerza za učečo se družbo: kako univerza sledi tokovom sodobnega izobraževanja. (Jelenc-Krašovec, S. University for a learning society: how university follow needs of the modern education)	Book about modern development of universities.	Book provides an answer to the question of how to adapt university on modern social and economic changes.	On the case of the University of Ljubljana presents a model of design university that encourages the development of a learning society.
Zgaga, P. Bolonjski proces: oblikovanje skupnega visokošolskega prostora (Bologna process: creation of a common European Higher Education Area)	Book about neoliberal view on Bologna process and homogenization of higher education in Europe.	Book provides social and economical backgrounds for homogenization of European higher education with Bologna process.	Book is expressed ways how integrated all population in LLL programes on universities.

Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
X	X	http://www.dzrs.si/index.php?id=101&sm=k&q=zakon+o+visokem&mandate=1&unid=UPB 233CC0BBD4001F20C125766B002560DC&showdoc=1
X	X	http://www.uradni.-list.si/1/content?id=82672
X	X	http://www.andragosko-drustvo.si/strategija07.pdf
X	X	http://www.andragosko-drustvo.si/strategijadelgradivo.pdf
X	X	http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/konferenca_LLL/Konferenca_LLL_zakljucki_DL.doc http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/konferenca_LLL/Konferenca_LLL_zakljucki_IS.doc
X	X	http://www.zalozba-sophia.si/knjiga.php?knjiga=205
X	X	http://ceps.pef.uni-lj.si/knjiznica/doc/2004%20Bolonjski%20proces.pdf

CO-ORDINATOR

The European Association for
University Lifelong Learning,
EUCEN (BE)

PARTNERS

University of Lille 1 (FR)
University of Rovira i Virgili (ES)
University of Hildesheim(DE)
University of Porto (PT)
University of Leicester (UK)
University of Graz (AT)
University of Primorska (SI)
University of Geneva (CH)
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Conférence des Directeurs de
Service Universitaire de Formati-
on Continue (CDSFCU) (FR)
German Association for University
Continuing and Distance Educa-
tion (DGWF) (DE)

CONTACT

Eucen
Balmes 132
08008 Barcelona (Spain)
Tel: +34 93 542 18 25
Fax: +34 93 542 29 75

