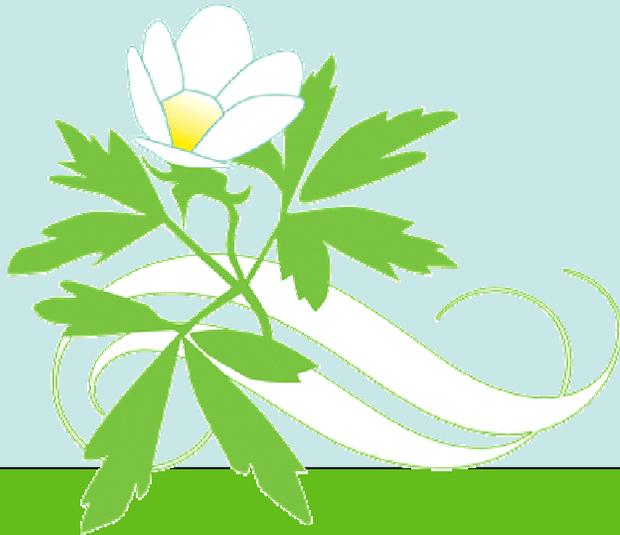


# *The Bologna Process*

## *Bergen, 19-20 May*



***Lifelong Learning***  
*introduction by the chair*  
***Vera Stastna,***

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



# How shall we understand LLL? What is our playground?

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

**OR**

**LLL being a concept**, a continuous learning process, enabling individuals, to acquire and update knowledge, skills and competencies at different stages of their lives and in a variety of learning environments, both formal and informal

**AND**

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





## Lifelong Learning and „Bologna”

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





## Prague Seminar 2003

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





## Prague Seminar 2003

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





## Ghent Seminar 2004

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





## Further challenges

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





## Questions to discuss

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

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





## Questions to discuss

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





## What does it mean LLL?

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

**OR**

- LLL being a concept, a continuous learning process, enabling individuals, to acquire and update knowledge, skills and competencies at different stages of their lives and in a variety of learning environments, both formal and informal

