



# Lifelong Learning in the EHEA

Elisa Petrucci, CG GPD Co-Chair, Italy

**4th CG GPD meeting**

17-18 February 2026

Rome, Italy

# Transforming Landscape

## A changing global environment

- Technological change
- Economic volatility
- Geoeconomic realignments
- Environmental challenges
- Demographic shifts
- Income inequality

OECD Survey of Adult Skills > Adults with higher income and holding a higher education degree more likely participate in LLL

## Changing higher education systems and institutions

- Rapid enrolment expansion with persisting disparities
- Internationalisation of higher education
- Technology plays an increasing role
- Accountability frameworks have grown in complexity

23% of countries < 1% youth and adults aged 15 and above in education and learning programmes.

In 2023, one person per minute enrolled in Gen AI courses. In 2024, 8 per minute.

# EHEA and EU

## 1 — **Magna Charta**

In the Preamble – continuing education.

## 2 — **From Bologna declaration to Rome Communiqué 2020**

Bologna Declaration LLL. Rome Communiqué: first mention of micro-credentials.  
Key commitments. Included in the social dimension strategy.

## 3 — **Tirana Communiqué 2024**

Commitment to flexible learning paths. Quality and recognizable. Professional, personal or civic potential.

## 4 — **EU Skills Agenda, EU Digital Education Action Plan, EEA EU Strategy for Universities, Council Recommendation**

Upskilling and reskilling, increasing permeability, support the relevance, quality, and inclusiveness of European education, diversify student population.

## 5 — **Union of skills**

Broad meaning of skills.



**European project  
MICROBOL**  
Micro-credentials linked to the  
Bologna Key Commitments

Common Framework for Micro-credentials in the EHEA

March 2022

[Microbol](#)



**MICRO-CREDENTIALS  
FOR HIGHER EDUCATION  
INSTITUTIONS**

Approaches developed in the EHEA  
using peer support



[TPG-LRC CORE](#)



# Priorities

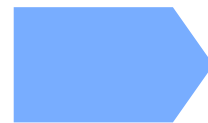


- Back to basics - Key commitments.
- Learner-centered approach.

# Outcome-based education

**Learning Outcomes** are central from the initial design to the final assessment:

- Crucial to plan teaching and learning based on knowledge, skills and competences.
- Basis for creating learning paths and qualifications comparable in their intrinsic diversity.
- Need for further cooperation with non-academic actors.



**Qualifications Framework and ECTS** as tools for transparency and comparability

- New ECTS User Guide

Quality assurance

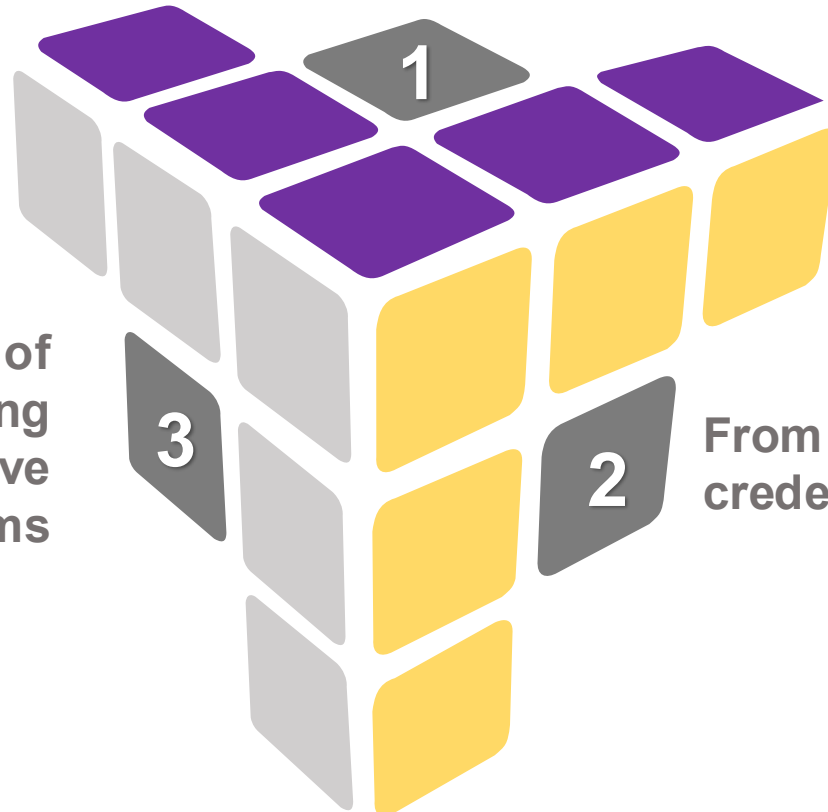
- ESG revision
- Emphasise the importance of learning outcomes methodology.

# Recognition

## SHIFT INPUT/OUTPUT PHASE

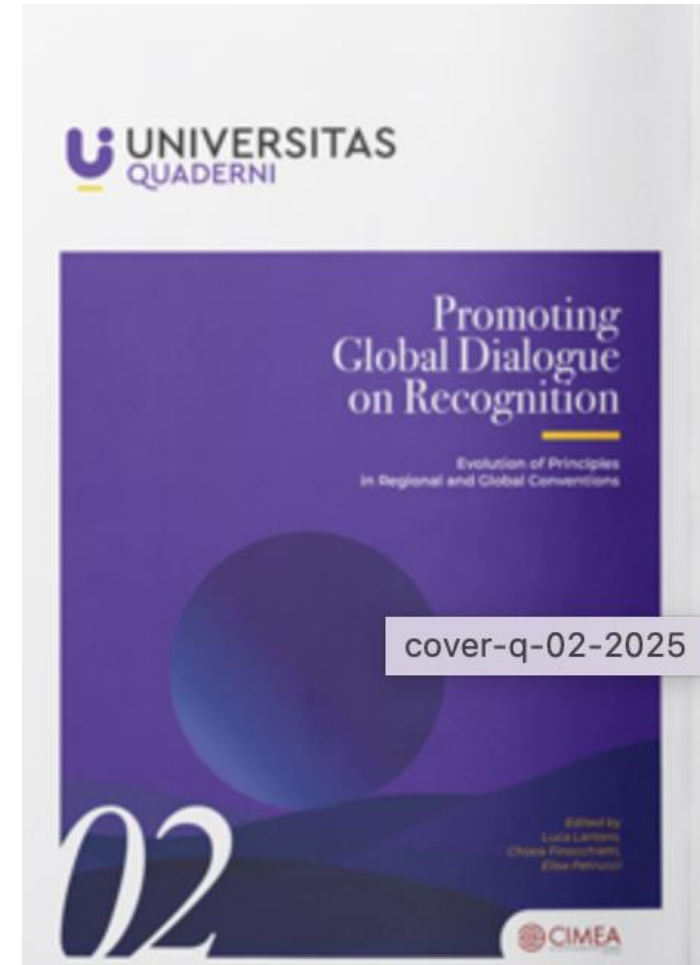


Information provision –  
Recognition conventions



Recognition of  
prior learning  
and alternative  
forms

From degree to  
credentials



# Digital credentialing

## Advantages of digital credentials

- Secure, efficient and transparent exchange of student data in line with data protection, privacy and security legislation.
- Agreed and secure systems of digital certification.
- Supports recognition by enabling the portability, transparency, and reliability of information, and the verification of authenticity.

## Shift of perspective

- Trust in delivery and trust in verification.

## Tools

- European Learning Model; EBSI, etc.



# Priorities



- Back to basics - Key commitments.
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# Lerner-centric approach

## Profile

Different stages of life, profiles, ages, experiences, and knowledge levels.

Diverse social backgrounds.

Learners in the loop

## Equal access

Make sure that resources are in place improve opportunities for all individuals, in accordance with their aspirations and abilities

# Future perspectives...

## Skills Recognition

Emphasising competencies beyond formal qualifications, bridging formal and informal learning.

## Transparency and comparability tools

Bologna tools; ESCO

## Social impact

LLL ecosystem is providing access to all and meets personal, societal, and work needs



## From qualification to certification

From degrees that document academic achievements to credentials that certify competencies and skills. Global Convention. On Recognition of Qualification.

## Digitalisation and AI

Mapping skills; new delivery methods; learning and teaching; sharing and managing data; verification of authenticity. Ethical use; human in the loop.

## Cooperation

Fostering collaboration between academia, industry, civil society and public authorities to meet evolving societal needs.



# Thank you!

Elisa Petrucci – CGGPD Co-Chair, Italy