



EUCEN

European University
Continuing Education Network

The European Association for
University Lifelong Learning



A challenge : the Lisbon process

- ◆ Objective : to make Europe the most competitive knowledge based economy in the world by 2010 and lifelong learning a concrete reality
- ◆ By 2010 average participation of adults in LLL of 25 to 64 years old must be at least of 12.5% (currently it is of 10.8% in Europe and 7% in France)

A guide : the 2001 memorandum on lifelong learning

- ◆ Guarantee universal and continuing access to learning for gaining and renewing the skills needed for sustained participation in knowledge society
- ◆ Develop effective teaching and learning methods and contexts for the continuum of lifelong and lifewide learning
- ◆ Ensure that everyone can easily access good quality information and advice about learning opportunities throughout Europe and throughout their lives.

A new context

- ◆ Mobility and focus on personal and professional routes
- ◆ Individual or collective approaches
- ◆ Identification of tools and instruments to guide individual routes : Europass, validation of non formal and informal learning, competences appraisal,...



What is our definition of LLL ?

It is founded on 3 principles

First principle

- ◆ To provide possibilities and facilities for each European citizen to become a « lifelong learner », able to take the better use what he or she has learnt, formally or informally, from individual and professional situations.

Second principle

- ◆ Defend a conception of LLL that is not excluding for individuals
- ◆ This means to be focused on personal development as well as professional development, directed to the citizen as well as the « producer »
- ◆ Be attentive with the Lisbon process which risks to turn the efforts towards immediate employability more than social inclusion

Third principle

- ◆ To develop an approach which integrates all ages at the same level of esteem and involvement

An opportunity for learning and training organisations

- ◆ Adopt new policy at institutional level
- ◆ Build strategic orientations
- ◆ Work out concrete arrangements
- ◆ Set up new administrative and financial approaches
- ◆ Organise learning routes
- ◆ Define new financing plans

- ...

New competences for staff

- ◆ More guidance and counselling
- ◆ More space for mentors and tutors
- ◆ More work on engineering arrangements
- ◆ Less teachers and trainers, or new role for them

What can be the role of the network ?

- ◆ Enable the exchanges of experience and information between its members on current LLL regulations and policies
- ◆ Establish contacts with relevant European bodies and provide contacts for its members with LLL policy makers and practitioners
- ◆ Seek to influence European policy on LLL

Concretely this means...

- ◆ Submit proposals on strategic calls of proposal, mainly on subjects and themes such as validation of non formal and informal learning, consumer education, Lisbon process,...
- ◆ Contribute to the definition and orientations in LLL :
 - by discussing working papers, projects of recommendations
 - by participating in consultation groups, workshops, clusters in Brussels
 - by elaborating and sending recommendations to ministries before official meetings

Main issues arising

- ◆ Bologna process and LLL implementation in Universities
- ◆ Validation of non formal and informal learning
- ◆ EQF
- ◆ Discussion on Adult Learning recommendation « it is never too late to learn »