



Trends in ULLL in Europe Impact on adult education

Value
Lille 17/11/10
Michel Feutrie
Lille 1 University
President of EUCEN



Three key points

- European policy: EU2020
- The general context impacting education and training
- My personal analysis and vision



EU2020

- A consultation process based on a document written by the Commission
- 1400 contributions received
- A document adopted by the Council and the European Parliament



Propositions

- Reflecting the context of crisis
- Taking into account the lower than expected results of the Lisbon process
- Defining objectives for the Union and Member States



Three priorities

- Creating value by basing growth on knowledge
- Creating a competitive, connected and greener economy
- Empowering people in inclusive societies

Five main objectives

- **75% employment rate for women and men aged 20-64** by 2020—achieved by getting more people into work, especially women, the young, older and low-skilled people and legal migrants
- 3% of EU GDP should be invested in R&D
- The 20-20-20 objective:
 - **reducing greenhouse gas emissions by 20%,**
 - increasing the share of **renewables** in final energy consumption **to 20%,**
 - moving towards a **20% increase in energy efficiency**
- Better educational attainment – in particular:
 - **reducing school drop-out rates below 10%**
 - at least **40% of 30-34-year-olds completing third level education** (or equivalent)
- At least **20 million fewer people in or at risk of poverty and social exclusion**



Seven flagships initiatives

- "Innovation Union" to improve framework conditions and access to finance for research and innovation so as to ensure that innovative ideas can be turned into products and services that create growth and jobs.
- "Youth on the move" to enhance the performance of education systems and to facilitate the entry of young people to the labour market.
- "A digital agenda for Europe" to speed up the roll-out of high-speed internet and reap the benefits of a digital single market for households and firms
- "Resource efficient Europe" to help decouple economic growth from the use of resources, support the shift towards a low carbon economy, increase the use of renewable energy sources, modernise our transport sector and promote energy efficiency.

- "An industrial policy for the globalisation era" to improve the business environment, notably for SMEs, and to support the development of a strong and sustainable industrial base able to compete globally.
- "An agenda for new skills and jobs" to modernise labour markets and empower people by developing their skills throughout the lifecycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility.
- "European platform against poverty" to ensure social and territorial cohesion such that the benefits of growth and jobs are widely shared and people experiencing poverty and social exclusion are enabled to live in dignity and take an active part in society.



Education and training 2020

Four strategic objectives

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.





Five benchmarks

- At least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;
- the share of 15-years olds with insufficient abilities in reading, mathematics and science should be less than 15%;
- the share of early leavers from education and training should be less than 10%;
- the share of 30-34 year olds with tertiary educational attainment should be at least 40%;
- an average of at least 15 % of adults (age group 25-64) should participate in lifelong Learning



Leuven Communiqué (BFUG)

- LLL involves obtaining qualifications, extending knowledge and understanding, gaining new skills and competences or enriching personal growth
- LLL implies that qualifications may be obtained through flexible learning paths, including part-time studies, as well as work based routes.
- The implementation of LLL policies requires strong partnerships between public authorities, higher education institutions, students, employers and employees.
- Successful policies for LLL will include basic principles and procedures for recognition of prior learning on the basis of learning outcomes regardless of whether the knowledge, skills and competences were acquired through formal, non-formal, or informal learning paths.



Complementary initiatives

- Key competences
- The University-Business forum
- New skills for new jobs
- Modernising universities
- EQF and NQF
- Guidelines for validation of non formal and informal learning
- Adult education plan
- ...

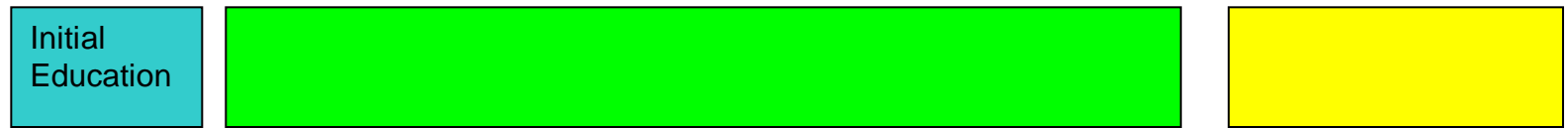
The drivers of change

- The explosion of the volume of knowledge
- The speed of technical, organisational and methodological changes
- The multiplication of the opportunities of learning
- The challenges arising from globalisation
- The higher pressure of stakeholders: companies but also regions and local authorities calling for more active and concrete contribution to local development
- The demographic change and the increasing duration of the working life

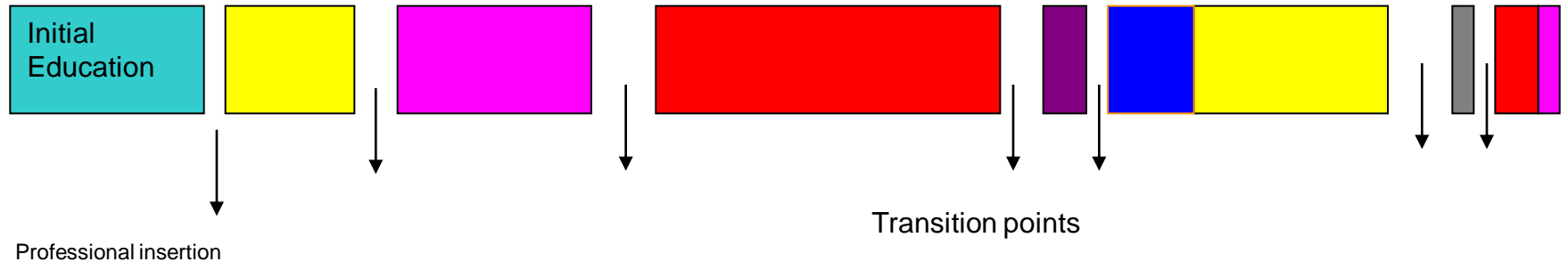
A vision encompassing lifespan

- Consider personal, social and professional life as a whole
- Take into consideration the increasing fragmentation of life and the fragmentation of knowledge: to ensure continuity in discontinuity
- Think about the increased duration of the working life and the necessity to mobilise the knowledge and skills of aged people

TRADITIONAL PROFESSIONAL PATHWAY

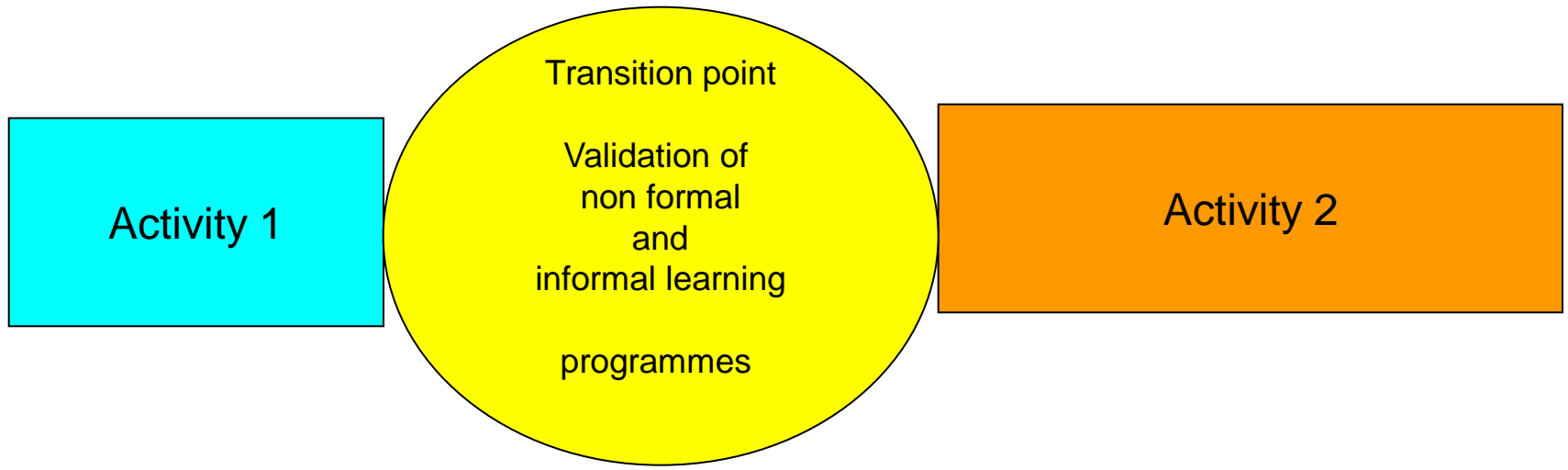


NEW PROFESSIONAL PATHWAY



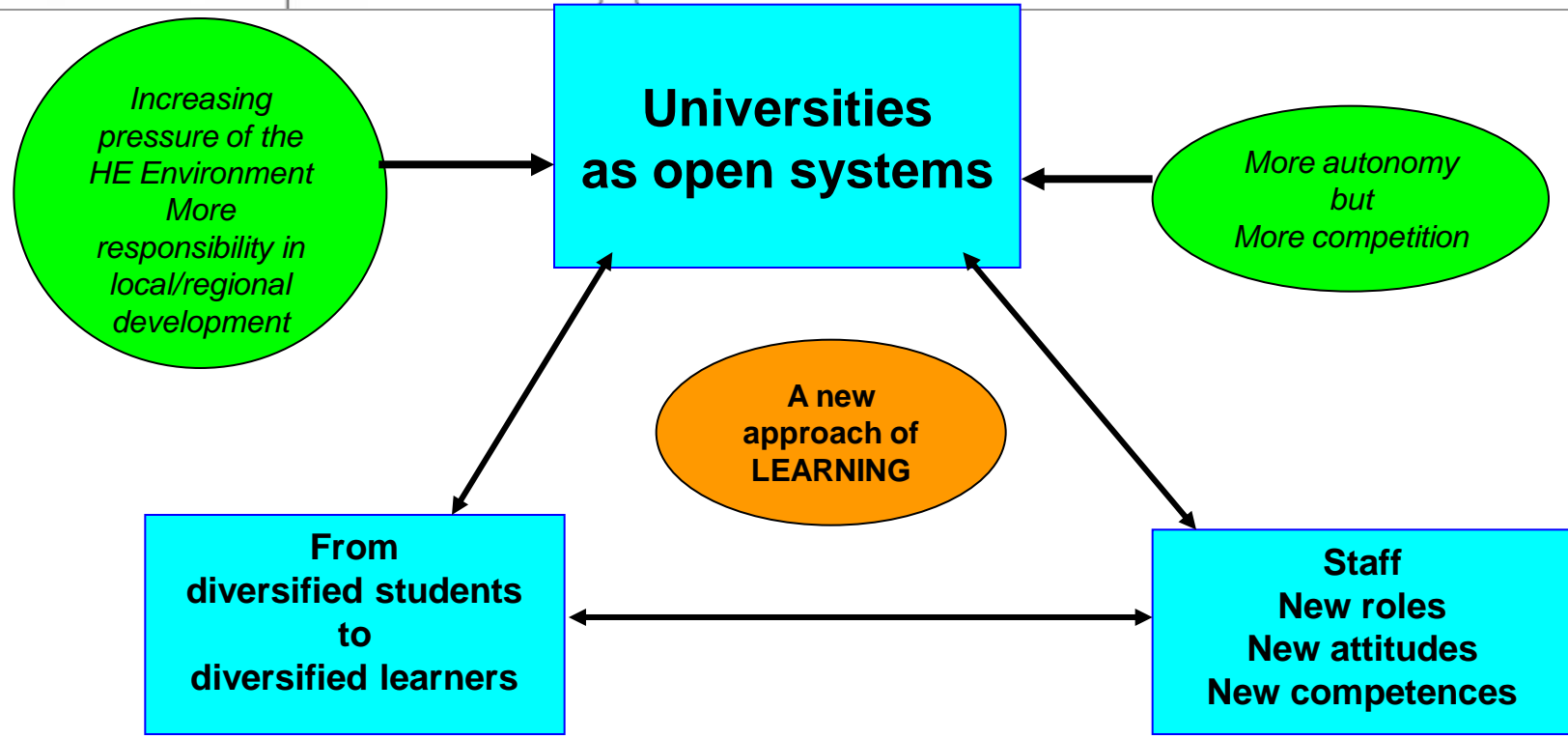
To become long term services providers

- The role of HEIs is:
 - to offer long term services to their “students” during the whole lifespan of their professional and personal paths
 - to ensure continuity in discontinuity
 - to provide these services at place and time specified by the « client-student »
- This means:
 - Not only to update their knowledge or contribute to CPD
 - But to build an integrated knowledge articulating what participants have learnt by themselves and HEIs’ provisions based on new developments in sciences and technologies





- Changes in the triangle linking the institution, the staff and the students





ULLL: an emerging theoretical model

- A progression based on three stages

1 Adaptative stage

- LLL is a concept to which Universities refer more and more
- They entrust this role to CE Services
- Confusion between LLL and Continuing Education
- But interesting initiatives aiming at diversification of « students », flexibilisation and individualisation of learning pathways, provision of new services
- However not a linear process: a spiral

2 Organisational stage

- Progression in integration of initial and continuing education in a continuous process
- Adoption of common principles, even if the services provided remain separated
- Mixing populations
- Taking advantage of the diversity of learners
- Open administrative measures, not necessarily based on academic year
- New regulations and funding model
- Regional and local responsibility

3 Cultural stage

- A new way of thinking, a new institutional culture
- A shared vision of LLL implying all staff
- A new distribution of power and responsibilities
- The learner at the centre
- Conviction that LLL is an alternative road towards excellence



Four types of implementation

- 1 **Slogan.** No LLL policy or strategy, the University calls « LLL » as is currently done.
- 2 **Delegation.** The ULLL policy or strategy is delegated to a specific unit or department. This implies a strict separation between initial and continuing education. LLL is equivalent to CE.

- **3 Articulation.** Adoption of a general strategy, but provisions still more or less separated. Coexistence of two types of services. Mixing populations or identical programmes.
- **4 Integration.** A permanent contribution to individual and regional development thought as a global approach.



Elements at work in building and implementing a LLL strategy in universities

- Services to learners
- Populations aimed at
- Provisions
- Partnerships



- Hope this is helpful for you
- Thank you for your attention