

# The European dimension in university lifelong learning – Some reflections

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# Overview

1. **EUCEN – in brief**
2. **ULLL – What are the main concerns of HEIs in Europe today?**
3. **“The EC”**
4. **Professionalisation – A European issue?**
5. **The agenda for the future?**

# ULLL – What are the main concerns of HEIs today?

- Diversity of learners
- Strategy development (policies, internal structures, areas for engagement, target groups...) – “mainstreaming” ULLL, becoming a “Lifelong Learning University”; balancing tasks at institutional, regional, national and international level
- Cooperation, partnerships, new platforms, joint ventures (for development of content, recruiting, marketing, funding, quality, acceptance by professional bodies...)
- Quality (matching with standards in the HE system in general)
- Implementing European instruments such as the European Qualifications Framework (EQF), national strategies for LLL
- Funding

# “The EC”

- Vocational Education and Training (VET); “Adult Learning” – Basic skills, digital learning; EUCEN is member of two boards:

ET 2020 WG on Adult Learning (basic skills, digital learning/open educational resources; policy efficiency);

VET Providers Group - VET4EU2 group (<http://vetproviders-group.eucen.eu/>); another example: European University-Business Forum: Is ULLL – sufficiently – visible? Knowledge Alliances, Apprenticeships

- Links between “the EC” and national policies, practice and research? Impact on day-to-day business and concerns?

- Policy papers & European co-funded projects

- Initiatives: for example EPAL - Electronic Platform for Adult Learning in Europe; launch 15 April (<http://ec.europa.eu/epale/>)

# Professionalisation – A European issue?

- Group “no idea (yet)”;
- Group “couple of years, most likely in a specific area, at a certain level” without overall ULLL perspective or “framework”; and
- Group “for decades”, not necessarily at European level

Directors/managers, (vice-)rectors, researchers, policy makers, counsellors, facilitators, administrative/technical staff, instructors and many more...

- The above: a big challenge at national level; and in addition: Do we have a solid stock of European knowledge (scientific, professional, practice) in ULLL? If yes, what is it and where is it to be found? One example: the BeFlex projects (BeFlex and BeFlex+), the European Universities’ Charter on Lifelong Learning
- How to apply this knowledge – example: TEMPUS project SSRULLI-“Strengthening the Specific Role of Universities as Lifelong Learning Institutions” (South Caucasus: Georgia, Azerbaijan, Armenia)

# The agenda for the future?

- The “old” is also the “new” agenda: strategy development; creating, maintaining and revising structures and provision; quality; partnerships/new platforms; diversity of learners/life-work-LLL balance; funding; instruments such as Recognition of Prior Learning, MOOCs, etc.
- Areas: universities’ relationship to business and industry (not only CPD for individual professionals but platforms for innovation in the region); development of communities (“societal innovation”); ULLL in and for later life; universities as platforms where a society can reflect upon itself
- Organisational development and professionalisation: practitioner research; a new relationship with research: research-practice partnerships
- Relationship to the State: cooperative system of educational institutions, research and policy development

*Projects*  
*Conferences*  
*Networking*  
*Resources*  
*Publications*



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**3 – 5 June 2015**  
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